NEWBURY PARK HIGH SCHOOL
Eng Dept

LEVEL C

Design for Good Reading

A READING SKILLS PROGRAM

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Design for Good Reading

—TO DEVELOP READING SKILLS

New Edition

LEVEL C

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READING IS IMPORTANT

Why Read?

READING IS THE MOST IMPORTANT of mental skills because nearly all of the subjects you study in school depend on it. If you read inefficiently then you are handicapped almost everywhere you turn. You waste from a quarter to half the time you spend on books. You become tired and discouraged more quickly than the efficient reader does. Reading is thinking; and if you must labor across the page word by word, rereading and breaking up the flow of facts and ideas in other ways, your thinking and judgment will suffer greatly.

Not only in school but also in the business-industrial world reading is important! It is obvious that a professional man—a lawyer, doctor, minister, teacher—must read many periodicals and books to keep abreast of his field and to fulfill his obligations to the people dependent upon him. However, in the trades, too, an employee or manager must read a great deal if he wishes to move ahead. The number of trade journals has increased by the thousands in just the past few years. An electrician, repairman, or any other member of a skilled trade must know the latest trends and techniques in his field if he is to be successful. Because a business executive spends an extremely large percentage of his time in "business" reading, a number of large companies are training their executives to improve their reading so that the executives can spend more time coping with problems of management and policy. Reading improvement now will not only help you while you are in school, but will prepare you for a far more successful career in adult life.

If you are an efficient reader, you get your assignments done faster—and better—than the slow reader does. You read faster—and with more understanding of what you have read. Your thinking is not constantly

interrupted as it is when you have to go back to reread or because you get tired easily. You know what to look for. You keep your mind on the subject. As a result, you concentrate better and make better grades. When you learn to read efficiently you will be better prepared for all the reading you will need to do in the future, whether for college assignments, for business use, or to keep yourself better informed about everyday events.

As an efficient reader, you will enjoy reading. It is one form of recreation that you can enjoy almost anywhere, any time. You have available to you the whole storehouse of man's adventures and discoveries since the beginning of civilization. You can explore the ideas and feelings of all the great men who have ever lived, and of the not-so-great, too. You can be with the Greeks at Troy, aboard a submarine under the North Pole, or with the astronauts as they conquer space. You can find out how to repair a balky carburetor, put together a high-fidelity amplifier, build a boat, or read a map. Everything that man has ever known is, or will be, available somewhere in books. Finally, no matter what you read, you will be in control as a skilled reader; you will enjoy it more because it will be easier.

Before we get into some of the physical aspects of efficient reading, let's look at some of the other reasons we read and some of the kinds of reading we will need to deal with.

Reasons for Reading

THERE ARE MANY REASONS for reading. Here are five of the most important ones:

- To find answers to specific questions
- To get an overview or preview of a broad topic
- To make a thorough study of a specific topic
- To get pleasure and relaxation
- To broaden one's view of the world

Kinds of Reading

THE KIND OF READING you do usually depends on what you are looking for (your reason for reading). For example, you would not ordinarily read a personal letter in the same way you would read a chemistry lesson. You would not read a daily paper the way you would read a Shakespearean play.

There are three main kinds of reading:

SKIMMING

Skimming is one kind of reading. It means reading rapidly for the general idea and the main points, or for a specific detail. You would skim for the answer to a specific question, to get four or five facts about a broad topic, or to determine if the material warrants a thorough reading.

STUDY READING

Study reading can be divided into four parts:

- Understanding all points involved, including details
- Understanding the organization of the material
- Evaluating the author's knowledge and attitude to see if he is objective or emotional, honest or prejudiced
- Reading for "shades of meaning." Here one looks "between the lines" to find small but exact differences in meaning and intention

PLEASURE READING

Here one is not necessarily seeking knowledge, but relaxation, stimulation of the imagination, beauty. Much knowledge is gained, nevertheless, and is a sort of free bonus. Special use of words, apt phrasing, and pleasing images add to the value of pleasure reading.

What is Developmental Reading?

THE READING COURSE in which you are now engaged is called developmental reading. Developmental reading should not be confused with remedial reading, nor should you think of it simply as "speed reading." Remedial reading is for individuals who have difficulty getting meaning from the printed page. They have special reading problems which necessitate a "remedy" or "cure." Perhaps they have eye difficulties, they hear inaccurately, or they have never learned the reading process. Speed reading is concerned only with increasing speed and does not deal with the improvement of comprehension skills.

Developmental reading improves *all* reading techniques. It is for the average or above-average reader who can already get meaning from printed material. The word *develop* means to promote growth. Anyone who can already read can learn to read better, can "grow" in his reading skills. No matter how "good" a reader you are, you can still learn to read better, for no one actually knows what the limit is. Obviously a poor reader can improve faster percentage-wise than an already accomplished reader. Reading is a very individual skill. For this reason you should not compare yourself with other readers; you are

competing with *yourself*—to make yourself a better reader than you were before.

Developmental reading does try to increase speed, but increase in speed is not its sole purpose. It will improve comprehension, improve the ability to discern the author's purpose, increase awareness of implications, and develop vocabulary. Comprehension must never be sacrificed for speed. Unless you understand what you read, you are not reading; you are just looking. Anyone can let his eyes go over a page and say he is reading a thousand words a minute. Unless he grasps the meaning of the author, he is not reading; he is looking at the pages. Contrary to common opinion, however, comprehension often increases with a faster reading rate.

THE AIMS OF DEVELOPMENTAL READING are:

- To improve the physical aspects of reading: to increase your eye span, to smooth out your "reading rhythm," to prevent too many eye regressions
- To teach flexibility; to show you that you have not only one reading "speed" but several reading "speeds," depending on *why* and *what* you are reading
- To help you develop many kinds of comprehension skills—questioning, anticipating, prereading, and others
- To improve your vocabulary
- To help you in all your other subject-area reading, and finally and most important—
- To help you develop a liking for reading

DEVELOPING SPEED AND COMPREHENSION

Eye Movements in Reading— How Can You Read Faster?

IF YOU SIT in front of a person who is reading an essay or a novel and watch his eyes closely, you will see that his eyes do not move in a continuous motion—they stop and start several times as they cover a line of print.

This aspect of reading is called the *fixation* or *eye stop*. Now, if you observe your reader again and count the number of stops his eyes make in going across the line, you will be observing a second aspect of the reading process known as the *eye span*. The fewer stops the eyes make, the wider their span, or part of the line they cover in one stop.
An efficient reader who is reading (not skimming) covers various lines of print quite differently. Here are some examples of the number of stops or width of spans:

Learning to read faster and better is something anyone can do.

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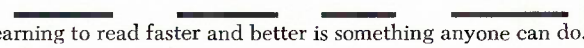

Learning to read faster and better is something anyone can do.

In general terms, the fewer the stops, the more efficient your reading is. (But remember, this depends on what you are reading. You read poetry slowly; you *skim* if you are looking for one fact.) Most people learned in grade school to sound out each word orally. This was necessary then, because the letter symbols for sounds were still unknown to the child. Each word had to receive the same laborious attack until the child saw it frequently enough to recognize it on sight. Many people

needlessly continue to read silently in this same tedious word-by-word fashion. Your eyes can do much better on most of your subject-matter and pleasure reading than you may believe; they are a very "wide-angle lens" and can be trained to cover more than one small word with one stop; they can, in fact, see "units of thought," or several words at one time.

Once more, watch your reader. You will see that his eyes sometimes "go back," or *regress,* on a line. This is not a good practice because it is seldom necessary to reread a line. More likely, the eye movements lack rhythm and if you regress frequently, you are not controlling their movements properly from side to side, line to line.

And finally, as you watch your reader, you will see that the duration of his eye stop varies: one may be much longer than another. This habit too is usually not good, because the duration of the eye stop should be much the same on all words or phrases to be smooth and efficient.

The sentence below is written as it would appear in any book. Read it by focusing your eyes on the dots above the words rather than on the words themselves. You will notice that you can move your eyes more smoothly from word to word than if you look at each word directly. The white space between words tends to cause us to read in a static start-stop pattern which slows down our reading rate.

. . . . . .
Learning to read faster and better is something anyone can do.

Now, read the same sentence again in which the words have been separated for you into meaningful groups. Again focus your eyes on the dots provided. Let your eyes stop only once on each dot. You will notice that looking slightly above the line of print in this manner also enables you to take in more words at one stop.

. . . .
Learning to read faster and better is something anyone can do.

Read this last sentence several times to get the feel of "faster reading." Notice that in reading this sentence your eyes started and stopped only four times compared to thirteen times for the earlier sentence. Imagine how much time and effort you would save by reading entire chapters and complete books in this way. This is to say nothing of the resulting improvement in your concentration, because you become more of an active, interested reader. And like any other activity, being able to read well adds immeasurably to the pleasure in doing it.

Caution: Remember that this faster reading rate depends entirely upon your purpose in reading and the difficulty of the material. The skilled reader has several rates at his control:

RATE	MATERIAL	PURPOSE IN READING
Fast	light, low vocabulary level	pleasure or general information
Medium	informative, average vocabulary	detailed information, some study
Slow	technical or difficult, average to difficult vocabulary	enjoyment of language, preparation for testing

When you read each of the twenty-six selections, keep these reading techniques in mind. Do not go so fast that you lose all comprehension, but read fast enough to require all of your concentration.

Efficient Reading

YOU CAN NOW SEE that the efficient silent reader, in most of his reading, comes to see "ideas" instead of individual words. The efficient silent reader is not the prisoner of each word or part of a word. He is able to "fuse" a group of words into one idea, one meaning, or one interpretation.

Often a student will say, "I read slowly, but I get it all." Research in many schools does not bear this out. Slow readers are not likely to "get" more than faster ones. For instance, if you have learned to read your history assignment at 400 words per minute, you are just as likely to understand it and remember it as you would at 200 words per minute. By reading twice as fast you would have saved half the time and could use it for other class study or personal recreation.

There are other inefficient habits concerned with the physical aspects of reading which you must overcome. They are (1) moving your lips; (2) "saying" words; and (3) moving your head from side to side. These habits are tiring, and slow you down, physically *and* mentally. Few public speakers can say more than 300–350 words a minute. It is plain, then, that if you are a "lip reader" you can never be a good reader, even on the most simple kind of material.

Self-confidence is built slowly. Old habits are hard to change. If you get a little flustered when you speed up or come upon an idea that jolts you, remember that you'll settle down again. Not giving up is what is important. Soon you will be pleased with your progress; you'll have more leisure time when lessons are out of the way more quickly. Reading will become more fun as you learn to be more efficient.

From this brief discussion we can conclude that there are several physical habits you should develop to become an efficient reader:

- Your eyes should make few stops per line on *most* of the reading you do, depending on *what* you are reading and *why*.
- Your eyes should move *rhythmically* across the page; that is, stops should usually be of about the same duration.
- Your eyes should not "go back," or regress, unless you *want* them to do so.

These habits can replace the less efficient habits you may be using now. But as in the changing of any physical habit, desire to improve, concentration, and above all *practice* are necessary.

Critical Reading

YOU SHOULD KNOW THAT what you bring to the "banquet table of reading" is as important as what the author has already placed there for the feast. It takes two to read an essay or book—the reader and the writer. Remember what Thoreau said: "Many a good book is spoiled by a bad reader." By this he meant, of course, that some readers are so set in their way, so sure they know what is right or wrong or good or bad, that the book doesn't have a chance to have its say. The reader has already made up his mind.

What you get from a book depends on what you bring to it. And so, to get the most pleasure and profit from reading, keep an open mind and keep your feelings alert for something new or unknown. You do not have to agree with a writer—indeed, you may disagree very much, but give him a chance before you do judge him! Much of the joy of reading comes from comparing your ideas with a writer's, your teacher's, or with other students'. Feeling and thinking about what you read is the very heart of reading.

It is easy to "comprehend" the sentence "This is a robin." These four words mean about the same to all of us. But look at the sentence "Democracy is based on the freedom of the individual." Here comprehension depends on your attitude, background, skill in interpretation, and knowledge of abstract terms. What does the author mean by *democracy* and *freedom*? What do these words mean to you? Both terms have been used with quite opposite meanings, not only in our times, but during many ages in the past. Emotions are involved. The words fill one person with pride, but may make someone else very angry! You can see, then, that comprehension has several faces.

Words Are Suggestions

BECAUSE PEOPLE ARE not alike, much of what they read may mean quite different things to different ones. Emotion, intelligence, knowledge, background, and attitude affect meanings. If a boy comes from a wealthy home, the word *poor* will hardly mean the same to him as it does to a boy from "the other side of the tracks." (Note how the last phrase is itself a "suggestion.") In other words, if you know something about your own likes and dislikes, if you analyze your frame of mind, then what you read will be more meaningful, since you will know how to "make allowances." You will remember that words represent ideas and that ideas seldom represent exactly the same thing to all people.

Remember, too, that *all* problems and questions that come up in life don't have one simple answer. The critical reader learns this and looks at all sides! Only in this way can he develop real confidence, judgment, tolerance, and respect for the opinions of others.

Rate and Purpose

FLEXIBILITY—adapting of speed to purpose—is a mark of the good reader. You should remember again that you have several reading "speeds," not just one "speed." "How fast should I read?" The best answer to the question is something like this: "That depends on *what* you're reading, and *why* you're reading." If you are looking for a simple fact—perhaps the birth date of some man in history—then the rate will be fast indeed; you can "skim" along. But if you are trying to understand a passage from *Macbeth* or if you are looking for beauty, your speed will drop.

Signposts

RECOGNIZING SIGNPOSTS is another help to comprehension. Most textbooks, magazines, and newspapers have devices to help you. Some of these helps are obvious, such as tables of contents, chapters, headings, and subheadings. Others, less apparent, but which you can look for, are topic sentences, key words, and summarizing sentences.

Other signposts stand out, too. The purpose of punctuation is to make meaning clear; if you have a good knowledge of punctuation, you have a staunch aid to better reading. Spelling is of course a necessary tool. Knowing how to spell words makes them more instantly recognizable. Practice in reading maps, graphs, and charts is most useful. Learn how your public library operates, and discover how many aids it contains.

INTRODUCTION TO THE ESSAYS

FROM THE PRECEDING PAGES you have learned about the reading process and about ways in which you can improve your reading efficiency. The following twenty-six selections are designed to help you check your increases in rate and comprehension while using these skills.

Each lesson consists of a reading selection followed by multiple-choice comprehension questions and vocabulary exercises. You will want to see how fast you can read the essay and still get the author's main idea and some of the supporting details. If you make a score of seventy percent or better on the comprehension questions, you should push for a faster reading rate on the next essay. If you make a score of less than seventy percent, then maintain the same rate and practice until your comprehension scores come up.

If you are not familiar with using the reading skills outlined earlier, you will need more practice. Think of it as learning to play the piano; at first you are so concerned with where your fingers are on the keyboard that you can't play smoothly with more attention to the music. So it is with reading skills. At first you will be so concerned with *how* you are reading that you won't get so much from *what* you are reading. As the new methods become habit, you will forget *how* and be able to concentrate more fully on *what*.

You can determine your reading rate by consulting the conversion table on pages 126–29. You may time yourself, or your teacher may time the class as a whole and write the speeds on the board. Be sure to note your rate in minutes and seconds as soon as you finish reading. Then complete the comprehension questions without looking back at the selections. The answers to the questions are on pages 124–25.

The Progress Record

ON PAGES 190–91 there is a place for you to keep a record of your progress. Fill in the rate-comprehension graph as directed for a continuing visual record of your progress. Since some selections are more difficult than others, do not feel that you have failed when your comprehension score drops too much on any one exercise. Chances are that you will make it up on the next one.

Remember that you must be accurate and honest with yourself at all times; otherwise you will be unable to observe your own progress. You are not competing with anyone else in the class; you are competing only with your own past record. Everyone will be starting with different beginning reading rates and comprehension scores. You are only concerned with your own progress. Keep the faster reading skills in mind and the suggestions for better comprehension. Strive to do each lesson better than the one before. No matter how fast or well you read now, you can read better and faster with practice.

What Do You Think?

AFTER YOU HAVE RECORDED your scores on the progress profile page, turn back to the discussion questions under "What Do You Think?" Read them over and think about your answers. Reading anything would be pretty senseless if we could not evaluate it and communicate what we think about it to others. What we have read before in our lives affects what we read now, and our personal experiences affect our attitudes about what we read.

The questions on this page relate the reading selection to what is happening to us every day. You will not agree with some of the other students on certain questions and they will not agree with you, but this is really what makes communicating with others interesting. It would be pretty dull if everyone had the same opinions about everything.

Think out these discussion questions carefully before you talk about them. Be prepared to back up your opinions with personal experiences or other things which you have read. Make your argument for or against as strong as you can. Your teacher will act as a moderator for the discussion.

At the end of each discussion page is a list of three books which relate in some way to the selection you have read. They have been chosen for their high interest. If something in the selection has sparked your interest, you may wish to get one of these books from the library for

further reading, or you may wish to use one of them to strengthen your argument on one of the discussion questions.

The Rest Is Up to You

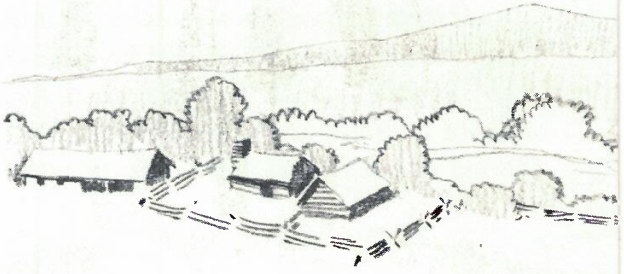
NOW YOU ARE READY to read the first selection. Read at your normal reading rate, in order to get a fairly true figure of your present reading rate. In subsequent selections, use the reading skills we have discussed to increase both your rate and your comprehension.

If you seem to progress for a while and then stay at the same level for three or four selections, do not be discouraged. You have merely come to a "plateau," which is quite normal. After breaking old habits, it takes time to establish new ones. Think of these plateaus as resting places during which you are fortifying the new habits for further improvement.

ESSAY 1

This Is the Way It Started

The early history of the area now known as the District of Columbia is of interest to most Americans. George Washington chose the land and arranged for a young Frenchman to draw up plans for the Federal City.



BEFORE WASHINGTON became the nation's capital, and before it was called Washington, it was known as the Federal City. The reason the Federal City was located on the Potomac was the result of a deal between politicians.

New York and Philadelphia had been temporary headquarters of the new republic, and it was time to choose a permanent seat of government. There were a number of ready-made cities, but Congress could not agree upon any one of them. The South threatened to secede from the Union if a northern city should be chosen. Northern members as belligerently refused to travel south. Another bone of contention was the war debt. Northerners contended that since the federal government owed its existence to the war, it should pay the debts incurred by the various states in prosecuting the war. The South insisted that each state pay its own share.

Thomas Jefferson, Secretary of State, lived in Virginia and wished the Federal City near his home. Jefferson didn't particularly care who paid the bills.

Alexander Hamilton, Secretary of the Treasury, was not concerned about locations. But Hamilton believed that the federal government should be responsible for the war debt.

Mr. Jefferson, who was said to have the best cooks and finest wines in Virginia, gave a dinner party and invited the leaders of both factions. The gentlemen feasted on "savory viands" and grew mellow on old Madeira, and before dinner was over, everything was settled. The Virginia congressmen agreed to change their stand on the war debts. Hamilton promised to get his people to vote for a site on the Potomac.

Six months later, President Washington was authorized to choose for the Federal City a spot "not exceeding ten miles square," to buy the property, and to appoint building commissioners. He settled on land that was partly in Maryland and partly in Virginia. Georgetown (in Maryland) was a pretty, little, well-to-do town, and Alexandria (in Virginia) was a prosperous shipping port, a hundred years old and quite fashionable. Fifty years later it seemed inconceivable that the Federal City, or District of Columbia as it came to be called, should ever fill the ten-mile square; and Alexandria was ceded back to Virginia.

Adapted from WASHINGTON HOLIDAY by Eleanor Early, © 1955 by Eleanor Early. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

In the beginning Washington was a gloomy spot of appalling mud and dense thickets. The original inhabitants, ravaged by the diseases and liquor of the white men, had drifted west. But each spring they returned to meet on the banks of the Potomac where they feasted on herring and shad.

George Washington persuaded most of the local landowners to sell their property to the nation for twenty-five pounds an acre ($66.66). But there was one, shrewd old Davy Burns, who would do business with no one. The President himself went to argue.

The man who designed the Federal City was a young Frenchman, Pierre L'Enfant, artist and draftsman, who came to America with Lafayette, fought in the Revolution, and was commissioned a major. L'Enfant became acquainted with General Washington and when he realized that a great nation was being born, begged for "a share in the undertaking." It was his dream, he said, to design a capital worthy of the new nation. Washington, impressed with the young man's qualifications, asked him to draw plans.

L'Enfant wished to fashion Washington after Versailles: the Capitol on a hill with everything radiating from it, like spokes from the hub of a wheel. The Capitol was to be the center of the city. In the distance, westward from Capitol Hill, L'Enfant placed the President's House. To connect the two there was to be a highway one hundred sixty feet wide and a mile and a half long (now Pennsylvania Avenue). Where the Mall now is he planned a "grand avenue four hundred feet in breadth." Where the Monument stands there was to be an enormous statue of President Washington. Streets were to run north and south, and east and west. Those from north to south he named First Street, Second Street, etc.; those from east to west, A Street, B Street, etc. (exactly as they are today). There were to be gardens and fountains (enormous fountains!), but nothing to interfere with the view, for L'Enfant was in love with the "proud vistas" and "magnificent distances."

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *At the center of the city the architect planned*

(*a*) the President's residence; (*b*) a huge statue of George Washington; (*c*) an enormous fountain; (*d*) the Capitol.

..... **2.** *As a consequence of a dinner party with Thomas Jefferson as host*

(*a*) Hamilton was to have his people vote for a site for the capital on the Potomac; (*b*) the congressmen agreed to let the government pay the bills; (*c*) both of the above happened; (*d*) neither of the above happened.

..... 3. *The capital city was designed after the famous city of*
(*a*) Rome; (*b*) Athens; (*c*) Paris; (*d*) Versailles.

..... 4. *A major thoroughfare which L'Enfant planned is now called*
(*a*) Constitution Avenue; (*b*) South Washington Street; (*c*) Pennsylvania Avenue; (*d*) Federal Boulevard.

..... 5. *The original plot of ground for the capital was to be*
(*a*) large enough to accommodate the federal buildings planned; (*b*) ten miles square; (*c*) fifteen miles square; (*d*) circular, with a diameter of ten miles.

..... 6. *Philadelphia and one other city had been temporary capitals of the government; it was*
(*a*) Albany; (*b*) Boston; (*c*) New York; (*d*) Richmond.

..... 7. *Half a century later, it was decided to*
(*a*) cede Georgetown back to Maryland; (*b*) extend the limits of the District of Columbia; (*c*) let Alexandria become part of Virginia once more; (*d*) make Alexandria a national cemetery.

..... 8. *In the controversy over the payment of the debts incurred by war, Alexander Hamilton*
(*a*) insisted upon the states' obligations; (*b*) held the federal government most responsible; (*c*) refused to commit himself; (*d*) demanded a referendum on the matter.

..... 9. *At this time Alexandria was*
(*a*) a pretty little town with little industry; (*b*) a newly settled residential district; (*c*) a prosperous shipping port; (*d*) an unfashionable little town with few prospects.

.....10. *The author's main purpose in this article is to*
(*a*) show George Washington's part in the selection and construction of the capital; (*b*) describe the origin and development of Washington, D. C.; (*c*) tell some amusing stories about Revolutionary people in the capital; (*d*) give insight into the early political activities of men like Hamilton, Jefferson, and Washington.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The two gangs of boys yelled *belligerently* at each other across the yard.
(*a*) politely; (*b*) angrily; (*c*) in a loud voice; (*d*) calmly.

..... 2. His *contention* was that the holiday was too short.
(*a*) belief; (*b*) argument; (*c*) fate; (*d*) statement.

..... 3. The classroom mothers provide the *viands* for the school picnic.
(*a*) sandwiches; (*b*) transportation; (*c*) food; (*d*) prizes.

..... 4. The enemy *ravaged* the countryside.
(*a*) took possession of; (*b*) laid waste; (*c*) burned over; (*d*) departed from.

..... 5. After the fire the city was in an *appalling* condition.
(*a*) normal; (*b*) interesting; (*c*) exciting; (*d*) dreadful.

..... 6. Her act *incurred* the group's dislike.
(*a*) brought about; (*b*) increased; (*c*) decreased; (*d*) changed.

..... 7. This warrant *authorizes* the police to search the garage.
(*a*) forces; (*b*) permits; (*c*) denies the right to; (*d*) begs.

..... 8. From the top of the hill the *vista* was breathtaking.
(*a*) long view; (*b*) forest; (*c*) landscape; (*d*) perspective.

..... 9. The principal menu item was *shad.*
(*a*) roast beef; (*b*) chicken; (*c*) fish; (*d*) vegetables.

.....10. The settlers *ceded* the land to the government.
(*a*) sold; (*b*) refused; (*c*) assigned; (*d*) loaned.

What Do You Think?

Questions About the Story

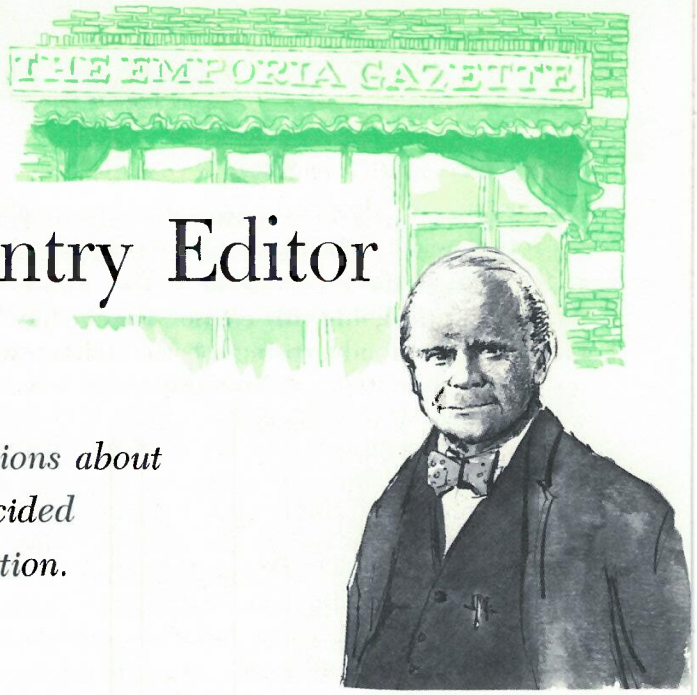
1. Does it surprise you that the city of Washington was the result of a "political deal"? What is the connotation of the phrase "political deal"? Is this connotation justified?
2. Why do you suppose that the South wanted each state to pay its own share of the Revolutionary war debt rather than the federal government assuming the debt for all states?
3. The article states that Thomas Jefferson, then Secretary of State, didn't particularly care who paid the war debts. Do you think this was really true? Do you think there was any real design behind Mr. Jefferson's dinner invitation to his estate in Virginia? Do you think severe differences are really more easily settled in a pleasant atmosphere with good food, good wine, and good companionship?
4. How much of L'Enfant's original plan was followed in the building of the city of Washington? Do you think he would be pleased with the present city? What law do you suppose must have been passed to preserve the "proud vistas" of which L'Enfant was so fond?
5. Do you think that both the North and the South were justified in their refusal to accept the establishment of a capitol in the opposite area? Do you think that the final compromise was reasonable and has proven to be satisfactory today?

Questions to Think About

6. If you have ever been to Washington or seen pictures of it, you would probably have to agree that it is one of the most beautiful cities in the world, certainly in the country. What are some of the things that make it so beautiful? What does Washington have that other cities don't? Does the planning of L'Enfant deserve much of the credit? In what way?
7. Much is sometimes made of "political deals," voting by "bloc," and the like. Are "deals" always disadvantageous to the ordinary citizens? Do you think these "deals" are a necessary part of decision-making? Where else are "deals" made? Is the principle "you do something for me and I'll do something for you" a *deal*?
8. Idealistic young men are often elected to Congress, and then become disillusioned when they cannot bring about expected reforms right away. Does this mean that they were wrong? Why are they sometimes unsuccessful in their efforts? Does this suggest that some elected officials are dishonest? Is there any room for idealism in government?
9. Why is it sometimes so exceedingly difficult to get a seemingly simple piece of legislation put through Congress? What are some of the problems involved?
10. Many new laws are enacted every year, but oftentimes just as many are not enacted. Why wouldn't all congressmen be willing to vote for conservation laws? population control? anti-pollution bills? federal aid to cities? equal housing?

HAVE YOU SEEN THESE?

Feeley, S. V.	*The Story of the Capitol*
Fromuth, Marie.	*Guide to Washington*
Tully, Andrew.	*When They Burned the Capitol*



ESSAY 2

The Ethics of a Country Editor

Editor W. A. White had some strong convictions about what a newspaper should print. He also decided what he would no longer accept for publication.

THE ONLY EXCUSE an editor has for being is that his paper shall print the news. The question that comes to every man running a newspaper is: What is news? That he must settle for himself, and, having found a rule, must stick as closely to it as possible. When an editor begins monkeying with his conscience, stretching his rule to shield his friends or to punish his enemies, he is lost. He becomes wobbly, and has no anchor and no direction.

Every day matters come up in every community, big or little, that are disagreeable to print. Nasty stories are always afloat. Gossip is always in the air. An editor in a town of one hundred people could fill a six-column daily every night with gossip alone, if he could keep from being lynched. Much of it would be false and all of it would be unfair. And yet often these matters come up in such a shape that they may not be ignored. And here is where an editor has to set his jaw and go ahead, following his conscience without fear or favor. Such times come to every attorney, to every doctor, to every preacher, to every man in every relation of life. It is a safe rule to follow, that gossip may be ignored, no matter how loudly it buzzes, till it becomes a matter of court record. Then it may not be left out of the paper. If a man has a grievance against his fellow-man that he or she is too cowardly to air in the court, it is safe to say that there are two sides to the question, and the editor who prints the story prints it at his peril. But, on the other hand, when a man takes his grievance into court, when he spreads it upon the record and gives his opponent a chance to answer in an open, public manner, then the quarrel, no matter whom it involves, is a matter that no editor can overlook. And, after a case gets into court, a newspaper should let the courts try it, printing the claims of each side, not trying to convict or acquit either party.

That, it seems to the *Gazette*, is the fair way to treat unsavory matters. No honest editor cares to have scandal and improper stories in his paper, and no one should print such stories in such a way that they may not be read aloud in the family circle. It is the way news is handled that counts for or against decency. A vile story may be handled with care and the readers be no worse for seeing it.

As we live longer in the newspaper business, we see more and more things which shouldn't be in the paper. To print the kind of a paper we printed ten years ago would stink to high heaven. Divorce news, other than the bare statement of the findings of the court, went out early in the game; resolutions of respect followed. Patent medicines stepped on the heels

By William Allen White. Reprinted by permission of W. L. White and THE EMPORIA GAZETTE.

of the resolutions of respect, and advertising of traveling doctors and painless dentists bumped into the patent medicines. The names of first offenders in police court, unless under unusual circumstances, dropped out after the quack doctors, and advertising of unlisted mining and promotion stock followed the first offenders. Now we are going to refuse after today to take any more advertising of the fellow who gives public notice of his refusal to pay his wife's bills. We've been nursing a growing grouch on him for several years. We don't think a newspaper is the place for him to air his family problems. If his wife is spending too much money, he has two perfectly good avenues of publicity; he can telephone the secretary of the Lyon County Retailers Association, and the secretary will notify every store of any importance of the injured husband's intention. Or, if that fails, he can beat his wife within an inch of her life, and we always give wife-beaters' names the fullest publicity.

Speaking generally, when a family row has to be aired in the newspapers, it should be settled in court. We don't want the money of a tightwad husband with a good wife. So nix, after today, of the item from the husband who refuses to pay his wife's bills.

An editor can build up his community only by preaching unselfish citizenship. The booster, the boomer, the rizz-razzer who screams in headlines about the glories of the town gets nowhere. But the editor who, by his own practices as well as his own preaching, stands for decent things and encourages unselfish citizenship, glorifies giving and frowns on taking, has a constructive attitude which is sure to help his town. He may not bring more people in; that is as fate wills it. But he certainly can make life better and happier and broader and more comfortable for the people who live in the town. It is better to have 10,000 people living equitably and happily than to have 10,000 people growing fat upon the toil of 90,000 who live lean and sordid lives. The *Gazette* is printed in a community where there are 13,000 people, without a pauper, with every man at work, without a millionaire, with as many telephones as there are homes, as many automobiles as there are families, as many schools as the children need, as many books in the library as the people will read, with a municipal band, a bathtub in nearly every house, no homemade crime. The people in our jails come to town to get there, and we haven't an able-bodied person in the poorhouse.

That's the kind of a town a paper should strive for. From purely selfish motives it pays an editor to stand for justice. Because the more equitably the gross income of the town is distributed, the more money more people will have to buy more papers and patronize more advertisers.

The editor who hollers for more population without regard to the kind of population is a fool who doesn't know his own business.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *An editor can ignore gossip until it*
(*a*) is denied; (*b*) becomes a matter of court record; (*c*) becomes too big; (*d*) is common knowledge.

..... 2. *The editor was proud of this town because it had*
(*a*) a poorhouse peopled with able-bodied citizens; (*b*) more schools than were needed; (*c*) many millionaires; (*d*) no paupers and no homemade crime.

..... 3. *After a case gets into the court, the editor should*
(*a*) make up his mind which side to defend; (*b*) print what he thinks best; (*c*) let the courts try it, giving both sides equal coverage; (*d*) wait until the courts decide.

..... 4. *The best way for an editor to build up his community is to*
(*a*) print only favorable news of the town; (*b*) preach unselfish citizenship; (*c*) give great publicity to the faults that should be corrected; (*d*) assume that all his readers want to improve the community.

..... 5. *The editor who constantly urges more population for his community is a*
(*a*) fool; (*b*) good newspaperman; (*c*) patriotic citizen; (*d*) none of the above.

..... 6. *From now on, the editor resolves, he will no longer print*
(*a*) bare statements of divorce court decisions; (*b*) names of frequent offenders in police court; (*c*) notices of the refusal of a husband to pay his wife's bills; (*d*) advertisements of legitimate stocks and bonds.

..... 7. *Some years before, the editor admitted that he had formerly printed*
(*a*) advertising of traveling doctors and painless dentists; (*b*) patent medicine advertisements; (*c*) divorce news in some detail; (*d*) all of the above.

..... 8. *The only excuse for publishing a paper is to*
(*a*) make money; (*b*) print news; (*c*) tell people what they want to know; (*d*) inform people of some of the important events.

..... 9. *The only fair and sensible way to treat unsavory matters is to*
(*a*) print the news; (*b*) avoid all scandal; (*c*) handle them with care and decency; (*d*) slant the news so as to avoid scandal.

.....10. *The writer's main interest is to*
(*a*) show how to make a community prosperous; (*b*) tell of his mistakes as an editor; (*c*) indicate the best practices for an editor; (*d*) advise owners how to make money in the newspaper business.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. Every true profession has a code of *ethics.*
(*a*) duties to be performed; (*b*) laws for licensing; (*c*) rules to regulate affairs; (*d*) standards of conduct and principles.

..... 2. The worker discussed his *grievance* with the manager.
(*a*) sorrow; (*b*) cause of poor performance; (*c*) cause for complaint; (*d*) poor cooperation.

..... 3. Ignoring threats of *peril,* the wealthy man refused to pay off the kidnapers.
(*a*) danger; (*b*) blackmail; (*c*) torture; (*d*) publicity.

..... 4. The defeated candidate circulated *vile* gossip about the new officers.
(*a*) untrue, false; (*b*) low, wicked; (*c*) harmless; (*d*) ridiculous.

..... 5. Some people buy any *quack* medicine advertised.
(*a*) new; (*b*) pretending to cure; (*c*) patented; (*d*) much talked about.

..... 6. The mayor is in favor of *municipal* bathing beaches.
(*a*) private; (*b*) belonging to the town; (*c*) belonging to the federal government; (*d*) tax-supported.

..... 7. The money was divided *equitably* among the heirs.
(*a*) wisely; (*b*) unjustly; (*c*) fairly; (*d*) legally.

..... 8. *Sordid* living conditions can lead to crime.
(*a*) filthy; (*b*) unhappy; (*c*) very crowded; (*d*) unhealthful.

..... 9. Although wealthy, the woman lived like a *pauper.*
(*a*) beggar; (*b*) miser; (*c*) tramp; (*d*) very poor person.

.....10. The *gazette* goes to press at midnight.
(*a*) news magazine; (*b*) court journal; (*c*) newspaper; (*d*) magazine.

What Do You Think?

Questions About the Story

1. From the credit line and the story itself, in what form do you think this article originally appeared? Where did it appear and why do you suppose it has been copied by other newspapers?
2. What does the editor mean by the statement that "people in our jails come to town to get there"?
3. Were you aware that the newspaper editor had as many responsibilities to his readers as the author cites here? Do you think in this case that the editor has the final word about what is to appear or not to appear in his newspaper? Is this always true?
4. How does the editor in this article distinguish between news of a legal nature which should be printed and that which should not? What rule of thumb does he follow, if any? Do you agree?
5. What kind of a town is the *Gazette* published in? Is it the kind of town you would like to live in? Why? Why not? Do you think that the *Gazette* satisfies the newspaper needs of the town described? Do you think all of the people in the town are satisfied with the *Gazette*?

Questions to Think About

6. Do you think that the owners and editors of small papers in the early days of our history were always honest and fair? What kind of pressure could be brought to bear upon a newspaper which did not publish the news the way a major business in the community might want it reported? Does the community actually have much control over its local newspaper? If so, in what way?
7. With the advent of television, do newspapers actually carry much weight anymore? Does the political support of a particular newspaper mean much to a potential candidate? Do you think people can be influenced by the political interests of the paper they read?
8. Some local news organs refuse to publicize the names of minors who are convicted and sentenced. Do you think it is right not to reveal their names? Why? Why not? Why should they be treated differently from anyone above the age of twenty-one? Do you think that the newspaper should print the addresses of accused criminals before they have been tried? Why? Why not?
9. Once a rumor is started, it is very difficult to stop. Does the denial of a statement or published retraction really cancel out all the unfavorable publicity? Is it enough to have a brief four-to-ten-line denial on an inside page of a story that received front-page coverage the day before? How carefully do you yourself investigate before you repeat some rather damaging anecdote or story?
10. In a police state, or a locality where some one person or single group of persons has complete power, nobody dares give publicity to matters that the authorities object to. As North Americans see it, Stalin and Hitler and Mussolini had complete control over the news. What were the advantages of this absolute control? Were there also disadvantages? Is there ever a time when you think our own government should exercise news censorship? When?

HAVE YOU SEEN THESE?

Hinshaw, David.	*A Man from Kansas*
Johnson, Walter.	*William Allen White's America*
Rich, Everett.	*The Man from Emporia*

ESSAY 3

Ocean Dangers

Skin diving is a fascinating and rewarding sport. But the ocean is peopled with some creatures which offer unsuspected perils.

EVERYONE KNOWS that such animals as lions, tigers, crocodiles, and venomous snakes can be dangerous to human life. It is also well known that bacteria and other disease-carrying organisms take their toll of the living. But there are many creatures in the animal kingdom with deadly powers about which the average person knows little. Some of these are likely to be met only by especially adventurous souls whose ways of life carry them far from the usual haunts of man. Others can be encountered by people who live the most humdrum existences.

Most of these unique killers of men are dependent for their ill effects upon the use of a venom or poison. We are all aware that the effects of various diseases vary from person to person. Some individuals will have a very mild case, others a severe one. This may also be true of the reactions of human beings to venoms. However, the amount of poison and the treatment given the victim are probably more important. It might be remembered, however, that even the supposedly least dangerous biting or stinging creature may occasionally cause trouble in an especially sensitive individual.

Few who swim regularly in the ocean are not acquainted with certain jellyfish, which in parts of the Gulf Coast are called cabbageheads. They enjoy many other less complimentary names. Many swimmers have had quite painful contact with them. These jellyfish have many small stinging cells on their tentacles, which penetrate the skin and cause an intense burning sensation that may persist for many hours. The stings of these small jellyfish, while earning the creatures respect, are normally not dangerous to human life. But larger specimens present an entirely different proposition. Some of these creatures may be seven or eight feet in diameter, with trailing arms or tentacles more than one hundred feet long. There are millions of stinging cells on the tentacles, and woe betide the swimmer, fish or human, that becomes entangled in their embrace.

One of the most dangerous animals in this category is the Portuguese man-of-war. A gas-filled bag or float extends several inches above the surface of the water, and the creature is carried from place to place at the whim of wind and waves. The Portuguese man-of-war is really a beautiful thing, with iridescent blue or orange-colored tints that shimmer in the sunlight. But one must not forget the death-dealing tentacles trailing out of sight in the water below. They have been known to overcome and consume a full-grown mackerel and to cause death to adult human beings.

Adapted from "Harmless or Deadly?" (Part II) by Osmond P. Breland from NATURAL HISTORY, November 1953. Reprinted by permission of the publishers.

A person tangling with a large jellyfish is stricken with intense cramps and develops difficulty in breathing. If this happens in deep water, the victim is quite likely to be overcome and to drown before he can be rescued. At least two reasonably authentic cases of death from this cause have been reported from the Philippine Islands over a period of years, while the life of another man in Puerto Rico was saved only by a quick rescue and prompt medical attention. It is indeed a wise swimmer who decides that he has business elsewhere the moment he finds himself in the vicinity of a Portuguese man-of-war.

Some time ago, a biologist, supposedly wise in the ways of octopuses or devilfishes, stated that a person is more likely to be attacked by a pumpkin than by one of these creatures. However, evidence indicates that the statement is somewhat exaggerated. Equally absurd, however, is the notion that devilfishes spend their time looking for a man to eat. The truth of the matter seems to lie between these extremes. No authentic case of death from octopus attack has been discovered; but that the creature can be potentially dangerous is supported by two articles in Australian newspapers. Two attacks by octopuses in Australian waters, occurring within two weeks of each other, are described by eye witnesses. In both cases, the divers escaped only after a considerable struggle.

If there are still a few doubting Thomases who do not believe that sharks are dangerous, we should repeat that occasional attacks on swimmers, by certain kinds at least, are well established. Almost any shark may snap at you if you corner him and bother him. He will lash with his tail as he goes out of his corner, and the spines in his skin will take the skin right off a swimmer. But the white shark, or maneater, seems to be the main one that actually attacks man. There have been more attacks in southeastern Australia than in the rest of the world put together.

Not so well established, perhaps, are deaths of human beings from certain fishes with venomous spines. The best-known stinging fishes are the sting rays or stingarees, the weever, and the scorpion fish. Of these, the stingaree is best known to the average person. The stingarees are greatly flattened fishes, and the barbed stinger is near the base of a long slender tail. Most of them live in the ocean, but a few are found in fresh water in the rivers of South America. These creatures often lie in shallow water, partly buried in the sand. If you step unceremoniously in the middle of a stingaree's back, it will usually retaliate by burying its stinger as deeply as possible in the offending foot or leg.

It is well known that such an injury is excruciatingly painful and that its effects may persist for weeks or even months. Not so well known is the fact that certain tropical species may actually cause death. The South American freshwater species are probably about as dangerous as any. A large marine sting ray, found in the Australian area, is also said to cause death occasionally.

Weever fishes and scorpion fishes, of which there are about forty species, live only in the ocean. Their weapons are in the form of grooved or sometimes hollow spines connected to poison glands. Many of these spines are in the fins that extend along the middle of the fish's back. Weever fishes are not unlike the usual fish in general appearance, but it is hard to imagine a fish uglier than some of the scorpion fishes. These freaks have a hideous mouth and a body studded with warts. They spend much of their time squatting on the bottom, often in cracks and crevices among the rocks. An English physician and biologist had a patient who died from the sting of a weever fish. The physician had also collected and reported several additional cases of death caused by weever and scorpion fishes. He states that the scorpion fish's sting is especially painful and that people who are stung often become delirious with such intense pain that the victim may insist that the injured part be cut off.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Most of these killers depend for their ill effects upon*
(*a*) a venom or poison; (*b*) their ability to surprise their prey; (*c*) their strength; (*d*) their speed and agility.

_____ 2. *The most likely victims of these poisonous creatures are*
(*a*) fat people; (*b*) sensitive people; (*c*) old people; (*d*) women and children.

_____ 3. *In what part of the world have more sharks attacked man than anywhere else?*
(*a*) northern Borneo; (*b*) southeastern Australia; (*c*) the southern coast of Spain; (*d*) western Ireland.

_____ 4. *A victim of a jellyfish attack usually has*
(*a*) intense cramps; (*b*) no noticeable reaction; (*c*) a sense of blacking out; (*d*) a feeling of being drugged.

_____ 5. *The reaction of humans to venom varies*
(*a*) only a little; (*b*) not at all; (*c*) a great deal; (*d*) to a degree noticeable only to doctors.

_____ 6. *A biologist once said a person is more likely to be attacked by a pumpkin than by*
(*a*) an octopus; (*b*) a swordfish; (*c*) a shark; (*d*) a barracuda.

_____ 7. *The wounds caused by jellyfish*
(*a*) can never cause death; (*b*) will seldom cause death; (*c*) will always cause death; (*d*) can indirectly cause death.

_____ 8. *If you corner a shark, he will likely*
(*a*) snap at you; (*b*) tear you to pieces; (*c*) flee in terror; (*d*) lie perfectly still.

_____ 9. *Some of the creatures with deadly powers are likely to be met*
(*a*) by adventurous souls; (*b*) only by very timid people; (*c*) only by people who know little about them; (*d*) by none of the above.

_____ 10. *The author's attitude in this selection can best be described as*
(*a*) emotional; (*b*) cynical; (*c*) factual; (*d*) pseudoscientific.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The woman's *venomous* remarks made people dislike her.
(*a*) sarcastic; (*b*) impolite, rude; (*c*) crude; (*d*) spiteful, poisonous.

_____ 2. We looked for Grandfather in his usual *haunts* but could not find him.
(*a*) working places; (*b*) places often visited; (*c*) park benches; (*d*) meeting places.

_____ 3. I cannot understand the reason you consider your life in New York City *humdrum.*
(*a*) noisy, exciting; (*b*) confusing; (*c*) unsuccessful; (*d*) dull, monotonous.

_____ 4. The library has few books in this *category.*
(*a*) classification; (*b*) file; (*c*) small room; (*d*) place.

_____ 5. The *iridescent* wings of the insect were beautiful in the sunlight.
(*a*) deep-colored; (*b*) transparent; (*c*) extremely thin; (*d*) rainbow-colored.

_____ 6. Evidently Jerry is better today because he is no longer *delirious.*
(*a*) deceptive; (*b*) wandering in mind; (*c*) mortally ill; (*d*) sleepy.

_____ 7. The scientist is much interested in *marine* life.
(*a*) having to do with certain kinds of shellfish; (*b*) having to do with the ocean; (*c*) having to do with the army; (*d*) having to do with plants.

_____ 8. *Excruciating* pain made the man consent to the operation.
(*a*) very slight; (*b*) unbelievable; (*c*) frightening; (*d*) torturing, agonizing.

_____ 9. If I drink my brother's milk, he will

often *retaliate* by eating my dessert.
(*a*) respond; (*b*) repay, get even; (*c*) reopen the quarrel; (*d*) regain the upper hand.

_____**10.** The man *unceremoniously* placed his bag on the porch.
(*a*) suddenly, without ordinary courtesy; (*b*) with some hesitation; (*c*) with great care, slowly; (*d*) with a great display of courage.

What Do You Think?

Questions About the Story

1. What is the meaning of the sentence in paragraph 3 referring to jellyfish—"They enjoy many other less complimentary names"? Would you enjoy a name that was less than complimentary?
2. Why do you suppose the biologist chose a pumpkin in drawing his comparison of the likelihood of attack from octopuses?
3. When you read about the stingaree with the barbed stinger near the base of his long, slender tail, what insect did this make you think of? Clue: This insect is found mostly in the deserts of the Southwest.
4. Why do you suppose that nature made the scorpion fish so ugly? Could it be for scaring other fish? for disguise among the rocks where it lives? What animals or reptiles are exceedingly ugly? Why is this so?
5. Do you suppose that all of the venomous equipment of the ocean life described in this story is solely for protection against attack?

Questions to Think About

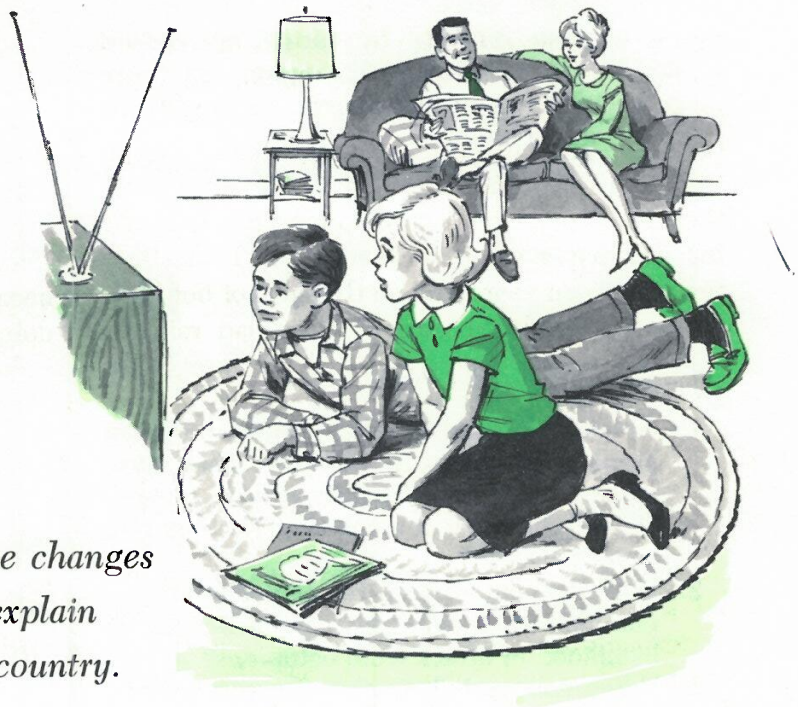
6. Wild stories about the strange creatures of the sea have been popular ever since the beginning of time. Stories still circulate about enormous sea serpents, which thus far have been able to avoid capture by man (that is, if one really believes that they exist). Is it still possible that there is life in the sea which we know nothing about?
7. Great sportsmen are forever seeking trophies of enormous mounted fish like sailfish and marlin. What is there about ocean fishing that lures man year after year to return to deep-sea fishing? Is it the desire for the exercise of strength and skill, the risk of loss of expensive equipment, or just the spirit of the chase? Is it really a fair contest?
8. Other dangerous ocean life was not mentioned in the story, such as the electric eel and the piranha. Why do people collect fierce, even cannibalistic fish and display them in aquariums in their living rooms? What do you think is the cause of man's fascination with these creatures?
9. In very early times men really believed that there were creatures in the sea that could swallow an entire ship. They also believed that the sea contained beautiful mermaids who would lure them to their deaths. Are these beliefs understandable today? Do you think you would have believed these things if you had lived in those times? Remember in answering this question that you would not know the things which you know today.
10. The ocean held tremendous terrors for the men of ancient times, not the least of which was coming to the end and dropping off the earth. Remember that until relatively recent times man thought the world to be flat. In spite of this, adventuresome men took to the sea in search of the unknown. How were the ancient ships staffed? How did the ancient sea captains find enough fearless men to accompany them?

HAVE YOU SEEN THESE?

Carson, Rachel.	*The Sea Around Us*
Freuchen, Peter.	*Arctic Adventure*
Monsarrat, Nicholas.	*The Cruel Sea*

ESSAY 4

The Split-Level American Family



The American family is *America. The changes in the "family" described here may explain some of the dramatic changes in our country.*

CHILDREN USED TO BE brought up by their parents.

It may seem presumptuous to put that statement in the past tense. Yet it belongs to the past. Why? Because *de facto* responsibility for upbringing has shifted away from the family to other settings in the society, where the task is not always recognized or accepted. While the family still has the primary moral and legal responsibility for developing character in children, the power or opportunity to do the job is often lacking in the home, primarily because parents and children no longer spend enough time together in those situations in which such training is possible. This is not because parents don't want to spend time with their children. It is simply that conditions of life have changed.

To begin with, families used to be bigger—not in terms of more children so much as more adults —grandparents, uncles, aunts, cousins. Those relatives who didn't live with you lived nearby. You often went to their houses. They came as often to yours, and stayed for dinner. You knew them all—the old folks, the middle-aged, the older cousins. And they knew you. This had its good side and its bad side.

On the good side, some of these relatives were interesting people, or so you thought at the time. Uncle Charlie had been to China. Aunt Sue made the best penuche fudge on the block. Cousin Bill could read people's minds (according to him). And all these relatives gave you Christmas presents.

But there was the other side. You had to give Christmas presents to all your relatives. And they all minded your business throughout the years. They wanted to know where you had been, where you were going, and why. If they didn't like your answers they said so (particularly if you had told them the truth).

Not just your relatives minded your business. Everybody in the neighborhood did. Again this had its two sides.

If you walked on the railroad trestle, the phone would ring at your house. Your parents would know what you had done before you got back home. People on the street would tell you to button your jacket, and ask why you weren't in church last Sunday.

But you also had the run of the neighborhood.

Adapted from "The Split-Level American Family" by Urie Bronfenbrenner from SATURDAY REVIEW, October 7, 1967, © *1967 by Saturday Review.* *Reprinted by permission of the publishers.*

You were allowed to play in the park. You could go into any store, whether you bought anything or not. They would let you go back of the store to watch them unpack the cartons and to hope that a carton would break. At the lumber yard, they let you pick up good scraps of wood. At the newspaper office you could punch the linotype and burn your hand on the slugs of hot lead. And at the railroad station (they had railroad stations then), you could press the telegraph key and know that the telegraphers heard your dit-dah-dah all the way to Chicago.

As the stable world of the small town has become absorbed into an ever-shifting suburbia, children are growing up in a different kind of environment. Urbanization has reduced the extended family to a nuclear one with only two adults, and the functioning neighborhood—where it has not decayed into an urban or rural slum—has withered to a small circle of friends, most of them accessible only by motor car or telephone. Whereas the world in which the child lived before consisted of a diversity of people in a diversity of settings, now for millions of American children the neighborhood is nothing but row upon row of buildings inhabited by strangers. One house, or apartment, is much like another, and so are the people. They all have about the same income, and the same way of life. And the child doesn't even see much of that, for all the adults in the neighborhood do is come home, have a drink, eat dinner, mow the lawn, watch TV, and sleep. Increasingly often, today's housing projects have no stores, no shops, no services, no adults at work or play. This is the sterile world in which many of our children grow, the "urban renewal" we offer to the families we would rescue from the slums.

Neighborhood experiences available to children are extremely limited nowadays. To do anything at all—go to a movie, get an ice cream cone, go swimming, or play ball—they have to travel by bus or private car. Rarely can a child watch adults working at their trades. Mechanics, tailors, or shopkeepers are either out of sight or unapproachable. A child cannot listen to gossip at the post office as he once did. And there are no abandoned houses, barns, or attics to break into. From a young point of view, it's a dull world.

Hardly any of this really matters, for children aren't home much, anyway. A child leaves the house early in the day, on a schoolbound bus, and it's almost suppertime when he gets back. There may not be anybody home when he gets there. If his mother isn't working, at least part-time (more than a third of all mothers are), she's out a lot—because of social obligations, not just friends—doing things for the community. The child's father leaves home in the morning before the child does. It takes the father an hour and a half to get to work. He's often away weekends, not to mention absences during the week.

If a child is not with his parents or other adults, with whom does he spend his time? With other kids, of course—in school, after school, over weekends, on holidays. In these relationships, he is further restricted to children of his own age and the same socioeconomic background. The pattern was set when the old neighborhood school was abandoned as inefficient. Consolidated schools brought homogeneous grouping by age, and the homogenizing process more recently has been extended to segregate children by levels of ability; consequently, from the preschool years onward the child is dealing principally with replicas of the stamp of his own environment. Whereas social invitations used to be extended to entire families on a neighborhood basis, the cocktail party of nowadays has its segregated equivalent for every age group down to the toddlers.

It doesn't take the children very long to learn the lesson adults teach: Latch onto your peers. But to latch he must contend with a practical problem. He must hitch a ride. Anyone going in the right direction can take him. But if no one is going in that direction just then, the child can't get there.

The child who can't go somewhere else stays home, and does what everybody else does at home. He watches TV. Studies indicate that American youngsters see more TV than children in any other country do.

In short, whereas American children used to spend much of their time with parents and other grownups, more and more waking hours are now lived in the world of peers and of the television screen.

Time_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *Split-level refers to*
(*a*) a kind of cabinet; (*b*) a type of couch; (*c*) a style of architecture for homes; (*d*) a kind of public transportation.

_____ **2.** *Today, parents do not do as good a job of developing character in their children as they formerly did because*
(*a*) they think the school is responsible; (*b*) families are too big; (*c*) the community is well equipped; (*d*) families spend less time together.

_____ **3.** *Formerly all the relatives and neighbors*
(*a*) were interested in a child's rearing; (*b*) ignored the child; (*c*) gave him presents; (*d*) disliked answering his questions.

_____ **4.** *Today the family and neighborhood circle has*
(*a*) expanded; (*b*) become smaller; (*c*) assumed great influence; (*d*) vanished.

_____ **5.** *Today a child*
(*a*) knows many more kinds of people; (*b*) visits relatives more; (*c*) views fewer adult activities; (*d*) knows about many different occupations.

_____ **6.** *Neighborhood experiences for children have*
(*a*) disappeared; (*b*) increased; (*c*) remained the same; (*d*) decreased.

_____ **7.** *Now a child's friends are often*
(*a*) of all kinds and classes; (*b*) all of the same environment and class; (*c*) of varied ages; (*d*) of different abilities.

_____ **8.** *The primary legal and moral responsibility for children rests with*
(*a*) the school; (*b*) the courts; (*c*) the parents; (*d*) the community.

_____ **9.** *Today all people and dwellings in one neighborhood are*
(*a*) different; (*b*) much alike; (*c*) interesting; (*d*) closely supervised.

_____ **10.** *The best main idea in this essay is*
(*a*) parents have lost control of their children; (*b*) television is an evil influence; (*c*) the social and economic changes of our times have had a profound influence on family life; (*d*) the world is going to the dogs.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The population of *suburbia* is increasing.
(*a*) the inner city; (*b*) outlying areas; (*c*) farmlands; (*d*) slum areas.

_____ **2.** The company manufactured a *diversity* of products.
(*a*) variety; (*b*) multitude; (*c*) quota; (*d*) small quantity.

_____ **3.** Because of *urbanization* the number of parks has decreased.
(*a*) development of cities; (*b*) decay of cities; (*c*) lack of land; (*d*) shift in population.

_____ **4.** All the ideas were *consolidated* into one master plan.
(*a*) written; (*b*) described; (*c*) united; (*d*) itemized.

_____ **5.** A person's *socioeconomic* background affects his beliefs.
(*a*) educational; (*b*) dealing with social activities; (*c*) pertaining to social position and wealth; (*d*) occupational.

_____ **6.** The principal approved of *homogeneous* grouping of pupils.
(*a*) of same type; (*b*) according to age; (*c*) according to interests; (*d*) of mixed types.

_____ **7.** We tried to buy a *replica* of the statue in the museum.
(*a*) picture; (*b*) copy; (*c*) history; (*d*) miniature.

_____ **8.** Children want acceptance by their *peers.*
(*a*) parents; (*b*) teachers; (*c*) relatives; (*d*) equals.

_____ **9.** The woman was *presumptuous* in asking for an invitation.

(*a*) within her rights; (*b*) acting in poor taste; (*c*) overstepping the bounds; (*d*) being rude.

.....10. A child needs a *stable* home life.
(*a*) firmly established; (*b*) relaxed; (*c*) loving; (*d*) easily changed.

What Do You Think?

Questions About the Story

1. How does the title of this story apply to the story itself? Why do you suppose that the author selected this title?
2. The author brings up many rather sensitive elements in this selection. Do you think that he displays any bias in presenting the facts? Could any of the humorous approaches be called "caustic"? After reading the article, do you think that the author is fairly well satisfied with things as they are or would he like to return to things as they were?
3. There is one rather strong sentence: ". . . for all the adults in the neighborhood do is come home, have a drink, eat dinner, mow the lawn, watch TV, and sleep." Do you think that this is really true of most adults?
4. Would you like to do any of the things which the author claims to have done as a child? Do you think you missed a great deal by not being able to do these things? Do you think that the author's memory of those things actually makes him think those times were better than they really were?
5. The author claims that American youngsters see more TV than children in any other country do. Do you think that this is due to more permissive parents in America, to the fact that American youngsters don't have as much to do outside of the home, to the fact that Americans are lazier and enjoy passive entertainment more than Europeans? What is the reason (or reasons)?

Questions to Think About

6. This essay could not exactly be called optimistic. How do you see the future of American youth? How do you see the present of American youth as compared to the past? Do you think you have more fun today or less? Why? What very important elements seem to be missing in many of today's families?
7. In this country we seem to welcome almost all change in the name of progress. But at the same time, some persons over the ages of twenty-five or thirty are sorry to see many of these changes. Is this sort of contradiction characteristic of human beings? Is progress always exactly the same as change? Do you think some changes are called "progress" just to make them more acceptable to the public?
8. In the past few decades, TV has probably done more to change the American home than any one thing. Whereas once families got together after dinner and played parlor games, talked, read, or went out in the backyard to play ball until dark, today most of them move from the dinner table to the TV set (unless they were already there) and remain there until bedtime. What has this done to family communication? Do the advantages of TV outweigh the disadvantages? How?
9. There seems to be a renewed interest in games today. Do you think people are hungry for more personal contact with their fellow man? Some said the coming of TV would spell the end of radio, reading, and the movies. The contrary seems to be true. Why is this so?
10. People seem to be increasingly afraid to be alone, to fall back upon their own resources for entertainment, yet at the same time people are not as close to each other as they used to be. How do you account for this? Do you think that something may be missing in our social development that makes many of us lonely and yet afraid to make friends?

HAVE YOU SEEN THESE?

Day, Clarence.	*Life with Father*
Denton, Wallace.	*What's Happening to Our Families?*
Mead, Margaret.	*Family*

ESSAY 5

Viking Ships

The remarkable seamanship of European navigators is well established. Among the very best of these sailors were the Scandinavians who came to America long before Columbus could hold a sextant.

THORVALD, SON OF ASVALD, had killed a man. He was driven into exile from his home in Norway. He found a refuge in Iceland in the last half of the tenth century. There, his son Eric the Red, by coincidence of fate, also committed manslaughter and was forced to flee. He had heard that there was still another island far west of Iceland, and in 982 he set out to find it. He discovered Greenland, which he so named to make it sound enticing to prospective colonists he hoped would follow him to his new home. The name was deceiving, for except for a thin strip of open land at the southern end, Greenland was a mammoth island of ice.

In 986, the same year in which triumphant Eric led 1,000 eager colonists from Iceland to his "greenland," another Norseman, named Bjarni, set out on what was to become the first more-or-less recorded voyage to the North American continent. Bjarni intended to go to Greenland. His father had sailed there with Eric as a colonist. But he had only the flimsiest notion of how to reach the new colony. Nothing daunted, he set sail only to be blown far south. He sighted three different lands, or islands, as he thought them, before finally reaching Greenland. Modern navigators and scholars believe he first was blown as far south as Cape Cod, then turned north and sighted Nova Scotia and Newfoundland. His voyage is basically important because it spurred on Leif, son of Eric the Red, to further voyages of discovery.

Leif Ericson's voyage to North America in 1003 began with a retracing of the route of Bjarni. He established a camp on Cape Cod and made extensive exploration and fishing visits. His brother Thorvald followed in 1005 and did further exploration as far south as Long Island Sound. A second voyage traced the coastline to Maine, where Thorvald was killed by Indians. Five years later another Norse explorer sailed for Wineland, or Vineland as it is more frequently called. He brought his wife, five other women and sixty men. Other visits were made in the eleventh, twelfth and thirteenth centuries.

The most successful of the many voyages that followed in the wake of Bjarni and Leif took place in 1355. Paul Knutson, a nobleman of the combined kingdom of Norway-Sweden, led this historic expedition. He had been assigned by King Magnus to the task of bringing back to Christianity the westernmost settlement in

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Greenland. Word had reached Magnus that the colonists of this settlement had left their homes and churches to the Eskimos and moved to parts unknown. It was thought they had moved to Vineland, and this, therefore, became the destination of the Knutson expedition. A wide variety of references to this expedition exists in song and legend. Written records, some first-hand, also substantiate the voyage. One outstanding piece of evidence is a sixteenth century copy of the letter of King Magnus to Knutson outlining the importance of the venture and authorizing Knutson to pick his men from the King's own guard. Another is the celebrated Kensington Stone.

Kensington is a town in Minnesota, one thousand miles from salt water. The stone which has made this town's name famous was discovered in 1898. Now lodged in the Smithsonian Institution in Washington, it is generally accepted today as a true relic. Its runic markings describe how a Norse expedition "from Vineland to the West" reached this spot in 1362. It tells how, while eighteen of the men were on a fishing trip, Indians massacred the ten who remained at camp. Another ten had been left by the sea "fourteen-days journey from this island."

The men who marked the Kensington stone had presumably come from Vineland via the Atlantic Coast north to Hudson Strait and into Hudson Bay. Their boat with her ten guards was left on the Bay's shore near the mouth of the Nelson River. The natural water route led them southward up the river, through Lake Winnipeg and up the Red River into the heart of Minnesota. Their fate is surrounded by vast darkness. Mooring stones, located where they would naturally have been bored, lend strong evidence to the authenticity of this bold voyage. A wide variety of other pieces of evidence has been found and the search is continuing.

The bulk of the expedition had established a semi-permanent camp at what is now Newport, Rhode Island. There is even some reason to think that the old Round Tower still standing there may have been built by this colony. The Newport colonists eventually gave up for lost the explorers who had been sent North to find their way around Vineland. Led by Knutson the survivors headed for home, reaching there in 1364.

The Norse exploits between 1000 and 1364 proved that long voyaging on a substantial scale and with colonists was not impossible. Although their discoveries were not publicized to any degree it is to the Vikings that the major credit must go for opening the great era of exploration which led to the colonizing of the entire globe by Europeans. A second result of this Norse era was the ending of the age-old dependence upon oars. Long rows of oars were common still on ships of war. It is thought most likely, however, that Leif's ships used oars only at bow and stern. Leif's cousins, who settled in Normandy at about the time he was landing in North America, had just about given up the use of oars. The ships they used two generations later in the invasion of England under William had no oars.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *The Norse voyages proved that*
(*a*) small expeditions meet with disaster; (*b*) long voyages with colonists were possible; (*c*) settling in an icy colony was impossible; (*d*) men could not live hundreds of miles from their bases and camps.

_____ 2. *Where is the Kensington Stone now?*
(*a*) the Minneapolis Museum of Arts; (*b*) Kensington, Minnesota; (*c*) the National Gallery; (*d*) the Smithsonian Institution.

_____ 3. *Knutson was directed to talk to the colonists in Greenland about their*
(*a*) treatment of the Indians;(*b*) Christianity; (*c*) hoard of gold; (*d*) moving to Vineland.

_____ 4. *Which is the best main idea of this essay?*
(*a*) the Norse were a brave people; (*b*) Eric the Red was the father of Norse exploration; (*c*) the daring and resourcefulness of the Norsemen led to the opening of the New World; (*d*) the exploits of the Norsemen were daring and resourceful but had little influence on the course of history.

_____ 5. *Thorvald*
(*a*) was poisoned by his own men; (*b*) was lost in a storm while exploring the coast of Maine; (*c*) was killed by Indians; (*d*) died of old age after returning to Norway.

_____ 6. *The markings on the Kensington Stone suggest that*
(*a*) it is a fake; (*b*) it is authentic; (*c*) its authenticity is doubtful; (*d*) its message will never really be known.

_____ 7. *Eric named his discovery "Greenland" because*
(*a*) it had a green strip of land at the southern end; (*b*) it looked like his home valley in Norway; (*c*) the name sounded enticing; (*d*) it was covered with ice, and Eric had a good sense of humor.

_____ 8. *What became of the men who were supposed to have marked the Kensington Stone?*
(*a*) they were massacred by Indians; (*b*) they returned to Vineland; (*c*) their fate is surrounded by vast darkness; (*d*) they finally returned to Norway.

_____ 9. *On the route of the men who were supposed to have marked the Kensington Stone, there have been found*
(*a*) old marked trees; (*b*) rusty swords; (*c*) mooring stones; (*d*) whalebone oars.

_____ 10. *In this selection the author's attitude might best be described as*
(*a*) cynical; (*b*) skeptical; (*c*) gullible; (*d*) objective.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The house was constructed in the *flimsiest* way imaginable.
(*a*) least permanent; (*b*) stoutest; (*c*) oddest; (*d*) most expensive.

_____ 2. Dot thought it a *coincidence* that her brother was in the Navy, too.
(*a*) reason for joy; (*b*) reason for sorrow; (*c*) great surprise; (*d*) happening of chance.

_____ 3. We thought what had been said was a *mammoth* lie.
(*a*) little white; (*b*) very large; (*c*) very clever; (*d*) shameless.

_____ 4. John said, "Do you consider this statue *historic*?"
(*a*) trivial; (*b*) in need of cleaning; (*c*) important; (*d*) lacking in good taste.

_____ 5. The teacher wondered whether the student was *basically* ill-tempered.
(*a*) temporarily; (*b*) intermittently; (*c*) fundamentally; (*d*) unmanageably.

_____ 6. In the collision the *bow* of our ship was damaged slightly.
(*a*) forward part; (*b*) rear end; (*c*) side; (*d*) underside.

_____ 7. I doubt that the new evidence will *substantiate* his story.
(*a*) help prove; (*b*) make a lie of; (*c*) destroy; (*d*) weaken.

_____ 8. Why has the story been *publicized* so much?
(*a*) kept secret; (*b*) made the subject of a joke; (*c*) circulated; (*d*) kept among friends.

_____ 9. The seekers after gold were not *daunted* by the terrible hardships they had to endure.
(*a*) crazed; (*b*) made ill; (*c*) dismayed; (*d*) made angry.

_____ 10. Many of the *runic* markings were visible from a distance.
(*a*) bright red; (*b*) old Germanic; (*c*) old English; (*d*) modern.

What Do You Think?

Questions About the Story

1. What does the first paragraph of this story tell you about the life of the Vikings in early Norway?
2. What does the story state as the primary purpose for the Knutson expedition to Greenland? Why would the king risk so many lives and go to such great expense for such a purpose? Do you think that other reasons for the expedition lay behind the primary one?
3. How do you suppose Knutson and his survivors ever found their way back to Norway? How many years was he away in the new land?
4. The story cites that a second result of the Norse era was the ending of the age-old dependence upon oars. What replaced the oars? Why would oars be very advantageous on war ships in those times? Where did they find enough men willing to be oarsmen on such a long and arduous journey?
5. There is a great deal of evidence of the remarkable seamanship of the Scandinavian navigators. What evidence is cited in the story to back up this statement?

Questions to Think About

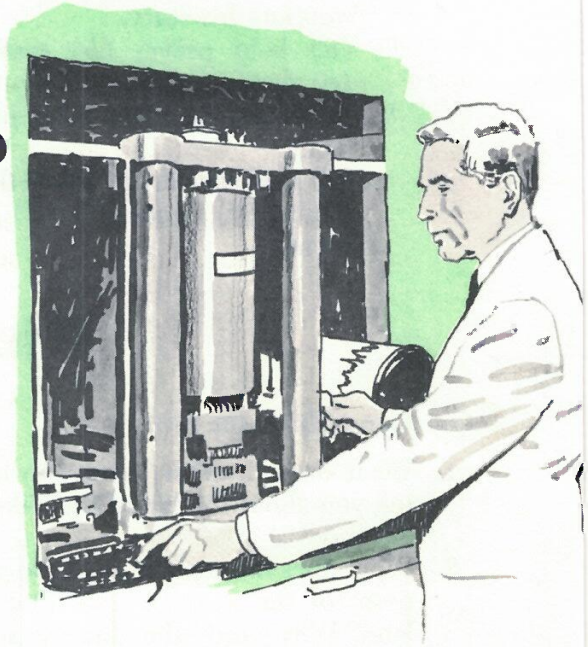
6. The ancient Viking ships are probably among the most unusual and impressive vessels ever put to sea. Can you describe them from previous reading or movies you may have seen? What makes them so easily identifiable from the ships of any other country?
7. Life in Scandinavia in ancient times was extremely hard. People needed great physical strength and determination in order to survive. Why do you suppose they didn't go to the more attractive and easier southern climates? Do you think Leif Ericson and his crew would have been happy in Hawaii? Why? Why not?
8. Exploration requires a background of many contributing factors or it probably would never take place. What were some of the contributing factors mentioned in this story?
9. Thousands of lives were lost in the many years of land and sea exploration, yet today the loss of three lives may hold up space exploration for many months or even years. Do you think the value of human life has increased today? Why should this be when the population of the world has increased several hundredfold in the past few generations? Do you think we should be willing to expect and accept the loss of human life in space exploration?
10. Nobody could have guessed in the time of the Vikings that the new lands they were discovering would soon be overrun with hordes of people. They didn't need the land themselves at that time. We don't really need more land today and some people feel we are insane to explore space at such great cost. Do you suppose the human instinct to discover and explore is in reality a necessity for the survival of future generations? Would this necessitate a belief in predestination?

HAVE YOU SEEN THESE?

Heyerdahl, Thor.	*Kon-Tiki*
Holand, Hjalmar.	*Westward from Vinland*
Sawyer, P. H.	*Age of the Vikings*

ESSAY 6

What's Inside the Earth?



If man is to understand his universe, he must not only penetrate the heights of outer space, but also learn about the mysteries beneath the earth's crust. This essay reveals most of our present knowledge of the depths of our globe.

EARTHQUAKES THAT racked the rim of the Pacific Ocean from the Aleutians to Southern California served to focus attention on a little publicized program—an attempt to get definite information on the interior of the earth.

Earthquakes, as any schoolboy knows, are caused by sudden shifts or movements of "faults" deep within the crust of the earth. But not even the world's greatest scientists can say when an earthquake will occur or what triggered a shifting of the fault within the earth.

From the earliest times man has linked earthquakes with natural and unnatural phenomena. The ancients thought the quakes were the results of the antics of pagan deities like Vulcan, fire god of the underworld.

In 1858 Robert Mallet introduced the term "seismology" to describe the scientific study of earthquakes. He also theorized that earthquakes might somehow be linked to the motions of the moon.

Modern geophysicists think that earthquakes are related in some still unknown way to the terrifically high pressures and temperatures thought to exist deep within the interior of the earth. They suppose that these temperatures and pressures cause stresses that start earthquakes and that earth tides flow beneath the oceans and continents. They believe that somehow these earth tides are caused by powerful convection currents that may arise from turbulence within the core of the earth itself.

No theory about the interior of the earth has as yet answered all of the questions posed by findings in other fields of science such as astronomy, magnetism, and geology.

For instance, the generally accepted theory now is that the stresses and strains inside the earth which lead to earthquakes and the formation of volcanoes and mountains are due to the "fact" that the earth is contracting. Some distinguished scientists, however, maintain that there is evidence that the earth is expanding, getting larger.

The trouble is this: all of the evidence on which such theories are based is largely circumstantial. Man can't duplicate in laboratories the conditions believed to exist hundreds of miles below the surface of the earth, and there are no known instruments that can obtain direct measurements at such depths.

The chief tool that scientists use for gathering evidence about the interior of the earth is the seismograph, an instrument which records in

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wavelike form the tremblings and vibrations of the earth.

From studies of tens of thousands of major and minor earthquakes scientists have drawn a new picture of the earth and its interior.

The earth is now thought to be shaped somewhat like a lopsided orange—just how lopsided no one is yet prepared to say—for seven different shapes of the earth are used to solve various types of scientific problems.

One puzzling fact is that the earth does not rotate at a uniform rate of speed. It appears to slow down in the spring and speed up in the fall. Whether this is due to strong convection currents inside the earth or to turbulence within the core of the earth, or to other phenomena such as meteorological or tidal forces acting on the surface of the earth, is still a matter of debate.

It is generally agreed, however, that four distinct zones exist in the 3,900 miles between the earth's surface and the center of the planet. They are commonly referred to as the crust, the mantle, the outer core, and the inner core.

The crust is the shallowest of the four zones. It is believed to extend some 25 to 30 miles below the base of the continents. It is the part of the earth in which most of our mineral deposits are believed to lie.

Below the crust and extending some 1,800 miles downward is the mantle. It is believed to contain tremendous pressures and heat.

At the base of the mantle—almost halfway between the center of the earth and its surface—lies the boundary of the outer core. The core is thought to have a radius of a little more than 2,000 miles and to consist of two parts: the outer core with a radius of roughly 1,200 miles, and a mysterious inner core with a radius of roughly 800 miles.

Of course, the above picture is oversimplified, and there are complicated scientific arguments about the physical and chemical characteristics and properties of all four zones.

Scientists differ, for example, over whether the inner core is solid, liquid, or even gaseous. There is even a difference of opinion among those who believe it to be molten—over whether the core may be liquid nickel, liquid iron, or some material still unknown.

Such wide disagreements about the properties of the inner core arise from differences as to the origin and history of the earth. Four hypotheses form the basis for the various theories.

The earth was formed with both the core and the mantle hot and molten and then slowly cooled to its present condition.

The earth was formed cold and solid, then warmed and melted and finally re-cooled to its present temperature.

The earth was formed cold and solid and then warmed to its present state.

The earth was formed by the gradual accretion of small bodies, known as planetesimals, and initially had a temperature below the melting point.

There was a time when such arguments seemed strictly academic with no practical use. Not so any longer. The rapid advances in atomic energy and the hunt for new materials and power sources have caused private industries and governments to spend millions of dollars each year in an attempt to gain new knowledge about the interior of the earth.

TIME .....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The scientific study of earthquakes is usually called*
(*a*) seismotherapy; (*b*) seismology; (*c*) seismotite; (*d*) geophysics.

..... 2. *It is well known that*
(*a*) scientists can make good predictions when earthquakes will occur; (*b*) no one can say when earthquakes will take place; (*c*) earthquakes occur usually in the spring; (*d*) earthquakes take place only at the end of the year.

..... 3. *Scientists differ in their beliefs whether the inner core is*
(*a*) solid, liquid, or gaseous; (*b*) solid, molten, or aflame; (*c*) liquid or molten; (*d*) fiery but solid.

..... 4. *At present the earth is thought to be*
(*a*) pear-shaped; (*b*) perfectly circular; (*c*) lopsided; (*d*) oblong.

..... 5. *Although many theories exist about the earth's interior, millions of dollars each year are now being spent to increase knowledge of this area by*
(*a*) private industries and governments; (*b*) governments for military purposes; (*c*) private and public utilities; (*d*) university research teams.

..... 6. *One factor that has to be considered is that the earth*
(*a*) rotates uniformly; (*b*) slows down in the spring; (*c*) speeds up in the fall; (*d*) slows down in the spring and increases speed in the fall.

..... 7. *Robert Mallet theorized that the*
(*a*) motions of the moon had some relationship to earthquakes; (*b*) tides were likely to be related to the cause of earthquakes; (*c*) movements of the stars alone caused these disturbances; (*d*) earth's crust shifted without any relationship to the earth's interior.

..... 8. *The author considers that speculations about the interior of the earth are*
(*a*) interesting though not very useful; (*b*) very significant; (*c*) too theoretical to be of any use; (*d*) so fantastic as to be unbelievable.

..... 9. *The shallowest of the four zones is*
(*a*) the inner core; (*b*) the crust; (*c*) the outer core; (*d*) none of these.

.....10. *Modern geophysicists believe that all but one of these phenomena are related to earthquakes:*
(*a*) high pressures and temperatures within the earth; (*b*) high atmospheric pressure and temperatures on the earth's crust; (*c*) the flow of earth tides beneath continents; (*d*) stresses within the earth's interior.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The *antics* of the child amused us.
(*a*) manners; (*b*) odd, foolish behavior; (*c*) remarks; (*d*) showing off.

..... 2. Many people spend their lives educating peoples of *pagan* countries.
(*a*) foreign; (*b*) located in the South Seas; (*c*) heathen; (*d*) Oriental.

..... 3. The ancient Greeks had many *deities*.
(*a*) gods and goddesses; (*b*) myths; (*c*) predictions; (*d*) fortunetellers.

..... 4. The *stresses* of modern living sometimes cause mental illnesses.
(*a*) many dangers; (*b*) competition; (*c*) uncertainties; (*d*) pressures.

..... 5. A *turbulence* in the air caused the plane to change its course.
(*a*) disturbance; (*b*) flash; (*c*) drop in temperature; (*d*) drop in pressure.

..... 6. A *contracting* of the muscles in his leg made the boy cry out in pain.
(*a*) relaxing; (*b*) drawing together; (*c*) twitching; (*d*) rubbing.

..... 7. Some universities are equipped with *seismographs*.
(*a*) instruments to measure shocks of earthquakes; (*b*) instruments to measure air pressure; (*c*) instruments to forecast weather; (*d*) instruments to measure water pressure.

..... 8. The professor has a purely *academic* interest in the subject.
(*a*) professional; (*b*) independent; (*c*) scholarly; (*d*) selfish.

..... 9. The *accretion* of cells caused a gradual expansion of the organism.
(*a*) continued feeding; (*b*) growth, growing together of parts; (*c*) age; (*d*) stimulation.

.....10. The weatherman reports on *meteorological* conditions.
(*a*) storm; (*b*) having to do with temperature; (*c*) traveling and road; (*d*) having to do with atmosphere.

What Do You Think?

Questions About the Story

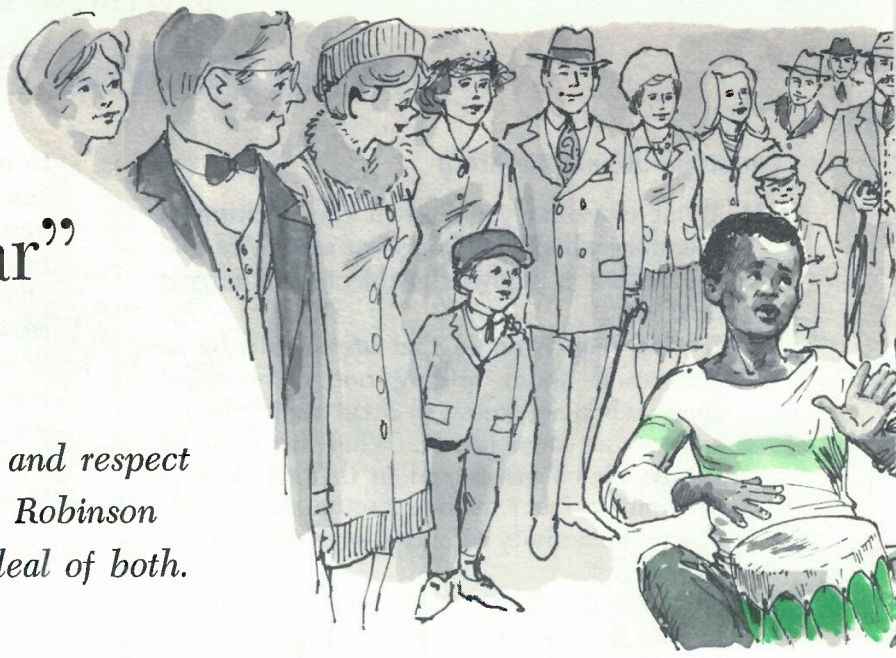
1. What clues do you find in the printing of this story which give you some assurance that the author is knowledgeable in his subject matter?
2. It may seem strange that we should be so concerned about finding out more about space when we know so little about the inside of our own planet. What are some of the problems mentioned in this article that prevent us from making factual statements about the activity in and around the core of the earth?
3. There seems to be a difference of opinion among the scientists as to whether the earth is contracting or expanding. What evidence do the "contracting theorists" give to back up their opinions? Is it unusual for scientists to disagree?
4. New discoveries are being made almost daily in every area of science. The statements contained in some articles are sometimes disproved before they even appear in print. Others appear in print and cause considerable embarrassment to the author when new evidence disproves his published theories. How do scientists protect themselves? Do they deal in opinions rather than facts? Have any of the opinions cited in this article been disproved?
5. The seismograph mentioned in the beginning of this article was used primarily to detect earthquakes. What other purpose does it serve today?

Questions to Think About

6. Several scientific theories have been offered to explain the origin of the earth. What do you know of some of them? Do any of them make sense to you? What conflicts exist between science and some religious beliefs about the origin of the earth? Do you think these conflicts will ever be settled?
7. It is rather frightening to contemplate the construction of the earth and the minute part we as individuals play upon it. Have you ever thought very much about the hundreds of miles of molten lava, fire, or gas which exist several hundred miles beneath your feet? What prevents the earth from exploding from the tensions of such extreme power within it?
8. In past centuries volcanoes have erupted and destroyed thousands of people in a matter of hours or days. Is there any possibility that it could happen today somewhere? What part do volcanoes and earthquakes play in actually holding the earth together?
9. Earthquakes are an ever-present danger to human life and property. Every year earthquakes occur somewhere on the planet. Do you think science will ever be able to control them? Can they be predicted? Why do you suppose that earthquakes occur in some sections of the earth more than in others?
10. The surface of the earth is constantly changing. In some places the ocean shore line is receding. In others it is gaining ground. What differences have taken place in our land boundaries in the last million years? Did the lost cities of Atlantis and Lemuria ever really exist? What explanation is given for the almost jigsaw-puzzle fit of the east coast of the Americas and the west coast of Europe and Africa?

[redacted] words Befor if not your a stupid shit!

Edwards, F. 1) *Flying Saucers*
Gamow, G. 4) *Biography of the Earth*
Mather, K. F. 3) *The Earth Beneath Us*



ESSAY 7

"Sweet as Sugar"

Some men achieve both success and respect in the field of sports. Sugar Ray Robinson deserved and received a great deal of both.

As surprising as it may seem at first, many of the leading authorities on the manly art, as boxing is sometimes called by sportswriters, have reached the conclusion that while Joe Louis gave us the thrills we remember longest and best and did more than any other athlete in modern times to change the image of the American Negro in the eyes of the world, the greatest all-round fighter the ring has seen in our era, pound for pound, a whole career considered, was not the Brown Bomber or any other heavyweight. He was a boy who at the age of twelve and apparently weighing less than a hundred pounds already looked remarkably stylish as he posed before a camera in a boxer's stance.

Oddly enough, or perhaps not so oddly, the hero this flashy youngster was admiring and trying to pattern himself after was Louis himself. All of this happened, however, before Louis was LOUIS and before Smitty whose full name was Walker Smith, Jr., became SUGAR RAY ROBINSON. It started in Detroit, where both of them grew up, in the slum known as Paradise Valley, in the worst years of the great depression.

Little Smitty was seven when his parents were divorced, his sisters, Evelyn and Marie, eight and nine respectively. But they quickly closed ranks and began working together like a team after the family was broken. Brave, confident Smitty became the seven-year-old man of the family, running errands, washing windows, shining shoes, selling newspapers, scuffling and contending swarms of kids on the streets for the few odd jobs the neighborhood afforded. His sisters were equally alert to opportunities to earn money as baby sitters and helpers with household chores. Most important, the girls kept the house in order while their mother was out working.

At the Campbell School, which he attended, and on the street where he spent his afternoons working and playing, Smitty gradually found out what life was like. Indications are that he was an average student in classes. In games and sports he was ahead of the other kids his age. At ten or eleven he was often chosen to play sandlot ball on teams with boys older than himself. His home influences were such that he never became a toughie, and despite his ability to take care of himself with his fists, when necessary, he was a quiet boy with a soft voice and good manners.

Leila Smith was not blind to the dangers of life on the streets in Paradise Valley in those days. Teen-age gangs were not uncommon. She began encouraging her son's love for athletic sports. When she agreed, finally, to pay twenty-five cents a month as dues in the Brewster Community Center, it seemed like a great expense.

In any case, the smiling Junior promptly began to make the most of this wonderful opportunity. In addition to the swimming, the basketball, and

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the other games he liked, he began to show interest in the center's boxing team, first as an observer of the bigger boys already in training for amateur matches, later as the follower and hero-worshiper of the most exciting of all the big boys learning to box at the center at that time, Big Joe Barrow. Joe did not fail to respond with the friendliness that seemed to come so natural to him. Sometimes he let Smitty carry his bag.

Between times Junior began taking a few cracks at the punching bags himself. He would shadow-box, skip rope, and otherwise imitate the training routines of the older boys. And he was on hand the night Joe Louis Barrow fought his first amateur opponent.

Before long, however, the Smith family packed up and moved to New York. They moved often in their first years in New York, always hoping to improve their situation.

Meanwhile, Junior made friends with a group of kids who had hit upon a way to pick up money at night in the vicinity of Times Square. With a tattered harmonica player, a sadfaced drummer, and a lonesome urchin with a homemade string instrument providing background music, Junior danced where he could be seen by crowds when they came out to the curb for a break of air at intermission time. He was a good dancer, a natural-born entertainer, and it was not long before showers of coins were falling around his nimble feet.

One evening a stranger tapped the dancing boy on the shoulder after his performance and offered to put him on the program at the entertainment center called the Palm Gardens. The first night's pay for this was six dollars, and when Junior Smith carried the money home to his delighted mother and sisters, clouds began to disappear miraculously. Life was never quite the same in the Smith household thereafter.

Quick to see the opportunities her children might find in show business, Junior's mother began sending all three of them to the Royal Scott School of Dancing for lessons that cost a dollar each. To her surprise, however, the talented Junior, whose earnings from dancing had given her the idea in the first place, showed no enthusiasm for the lessons. (Years later he did enjoy a brief career in the entertainment field.)

His attitude seemed puzzling at first. Was it because dancing came to him so naturally, he considered the lessons a waste of money? It was hard to know what went on in the mind of a boy like Junior. Later, however, the real reason came to light. In wandering around New York City young Walker Smith had discovered Grupp's Gymnasium and started going there to watch boxers train. Dancing was fine fun in its way. He had a talent for it and enjoyed it, but when he went into a gym where the rattle of small punching bags and the booming of heavy ones made music, when he saw the graceful fighters skipping rope and shadowboxing before big mirrors, smelled the resin dust in the training ring and

the sweat and liniment from the dressing rooms, he knew that this was where he belonged. This was his music.

Junior's next step in boxing took place in the Police Athletic League. At fifteen Junior had the foot work of a professional and the punch of a fighter twice his weight, and the record of his victories soon attracted managers and others interested in promoting amateur boxing. One of them actually called on Mrs. Smith to ask if she would let him manage her son's fighting career. She did not give him an answer, the whole idea being new, but neither did she disapprove when, a short time later, the PAL director took Junior to the Salem Crescent Athletic Club, where George Gainford was the boxing coach. It was only a matter of weeks before Junior was boxing in an amateur tournament in Grupp's Gym.

All agreed the question of his career was decided, but all were not agreed on at least one important point. Junior wanted to quit school then and there and spend all his time at the gym working with his coach, George Gainford. His mother thought he should stay in school. After consulting several people connected with boxing, she decided his boxing would have to be a part-time afternoon affair till he graduated.

One night Gainford took some of his young protégés to see the boxing matches in an amateur fight club in Waterbury, Connecticut. The fights here were often hotly contested and always worth watching.

The odd thing about the show that night was that one of the principals, a 120-pound boxer, failed to show up. In his dilemma the promoter came to Gainford and asked if he had among his boys one who could fill in at that weight. The Big One looked at Junior. Junior looked at Gainford. Both were thinking the same thing. Junior was ready and willing. The trouble was that Junior did not have an AAU card, as was required of all boys entering that ring. The promoter thought fast. Finally he came up with a plan. He borrowed a card from a young fighter named Raymond Robinson who was present but not fighting that evening.

Under this name and with the card of this boxer, Walker Smith, Jr. went into the ring on short notice, scored a quick knockout and returned to New York as Ray Robinson. Thereafter

he fought all around the amateur circuit under that name, always improving his style and increasing his power. Even at that early date Ray was a picture boxer. His speed, his rhythm, his coordination, were a treat to the eye. Back at the same club in Waterbury somewhat later he gave such a remarkable show that a sportswriter came over to Gainford afterward and said, "That's a mighty sweet boy you have there, George."

Gainford smiled broadly as he replied, "Sweet as sugar."

That name too stuck to Junior, SUGAR RAY ROBINSON.

Thus a world champion boxer was christened and started on a great career in boxing which he pursued until he was in his forties.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *As a young boy Sugar Ray never*
(*a*) was a toughie; (*b*) was interested in sports; (*c*) did any work; (*d*) played with other boys.

_____ **2.** *The mother of Junior paid dues in a community center*
(*a*) to develop his skill; (*b*) to make money; (*c*) for him to meet people; (*d*) to keep him off the streets.

_____ **3.** *In New York Junior made money*
(*a*) running errands; (*b*) shining shoes; (*c*) washing windows; (*d*) dancing.

_____ **4.** *Leila Smith hoped her children would have a career in*
(*a*) baseball; (*b*) show business; (*c*) athletics; (*d*) business.

_____ **5.** *Junior went to Grupp's Gymnasium*
(*a*) to watch boxers train; (*b*) to practice punching; (*c*) to meet Joe Louis; (*d*) to get a coach.

_____ **6.** *Junior's mother*
(*a*) allowed Junior to quit school; (*b*) allowed him to box part-time; (*c*) refused to let him box until he finished high school; (*d*) thought he should not box at all.

_____ **7.** *Junior had his first chance in a boxing match*
(*a*) when he paid his dues; (*b*) when he joined the AAU; (*c*) because he had trained hard; (*d*) because one of the principal boxers failed to show up.

_____ **8.** *Junior acquired the name Robinson because*
(*a*) he borrowed an AAU card; (*b*) he disliked his name; (*c*) his real name was too common; (*d*) his manager thought he should change his name.

_____ **9.** *Sugar Ray Robinson had*
(*a*) unusual speed and coordination; (*b*) a weak punch; (*c*) unusual size and weight; (*d*) little success at first.

_____ **10.** *The best main idea of this article is probably that*
(*a*) all Negroes make good boxers; (*b*) boxing is the best way to make a living; (*c*) it is better to be a boxer than a dancer; (*d*) many people do best what they enjoy doing.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The young pianist is the *protégé* of a famous opera singer.
(*a*) person under care of another; (*b*) pupil; (*c*) employee; (*d*) person accompanying another.

_____ **2.** With the loss of his wallet the traveler faced a *dilemma.*
(*a*) tragedy; (*b*) shameful situation; (*c*) decision; (*d*) predicament.

_____ **3.** His lack of *coordination* is probably due to his youth.
(*a*) smoothness in action; (*b*) height; (*c*) size; (*d*) self-discipline.

_____ **4.** The player rubbed *resin* on his glove.
(*a*) chalk dust; (*b*) sawdust; (*c*) wax from bees' comb; (*d*) oil or sap from trees used in varnish, shellac, etc.

_____ **5.** Father *miraculously* appeared when we ran out of gasoline.
(*a*) suddenly; (*b*) extraordinarily; (*c*) fortunately; (*d*) helpfully.

_____ **6.** The *urchin* sat alone on a bench.
(*a*) old man; (*b*) youngster; (*c*) beggar; (*d*) orphan.

_____ **7.** Everyone in the *vicinity* heard the crash.
(*a*) apartment; (*b*) city; (*c*) marketplace; (*d*) neighborhood.

_____ **8.** Many professionals began their careers by playing *sandlot* baseball.
(*a*) city park; (*b*) amateur; (*c*) unorganized street sports; (*d*) school-directed.

_____ **9.** Before leaving for school, the boy had to do his *chores.*
(*a*) exercises; (*b*) regular tasks; (*c*) music practice; (*d*) lessons.

_____ **10.** The athlete used to *shadowbox* for hours.
(*a*) spar; (*b*) punch a bag; (*c*) fight an imaginary opponent; (*d*) fight without gloves.

What Do You Think?

Questions About the Story

1. The author states that many people consider Sugar Ray the greatest all-round fighter of our era. What does *era* mean? Do you agree with the author's statement? Would everybody agree?
2. In what ways did Robinson's early training in dancing and his home life prepare him for boxing? Do you think that the background he had in Paradise Valley was his greatest motivation toward becoming a fighter?
3. Does this story give much credit to Robinson's mother for his development into a boxer? Do you think she was influential in other ways? What does the author tell us about Robinson's early home life that would lead us to believe that he would "turn out all right" whatever he did?
4. Life in and around the sports arena is not easy and is not always friendly. What characteristics did Robinson have which made him popular with other fighters, even his competitors?
5. Does this story make you want to know more about Sugar Ray Robinson? Does it tell you everything you would like to know? Could this be called an "in-depth" study of Robinson?

Questions to Think About

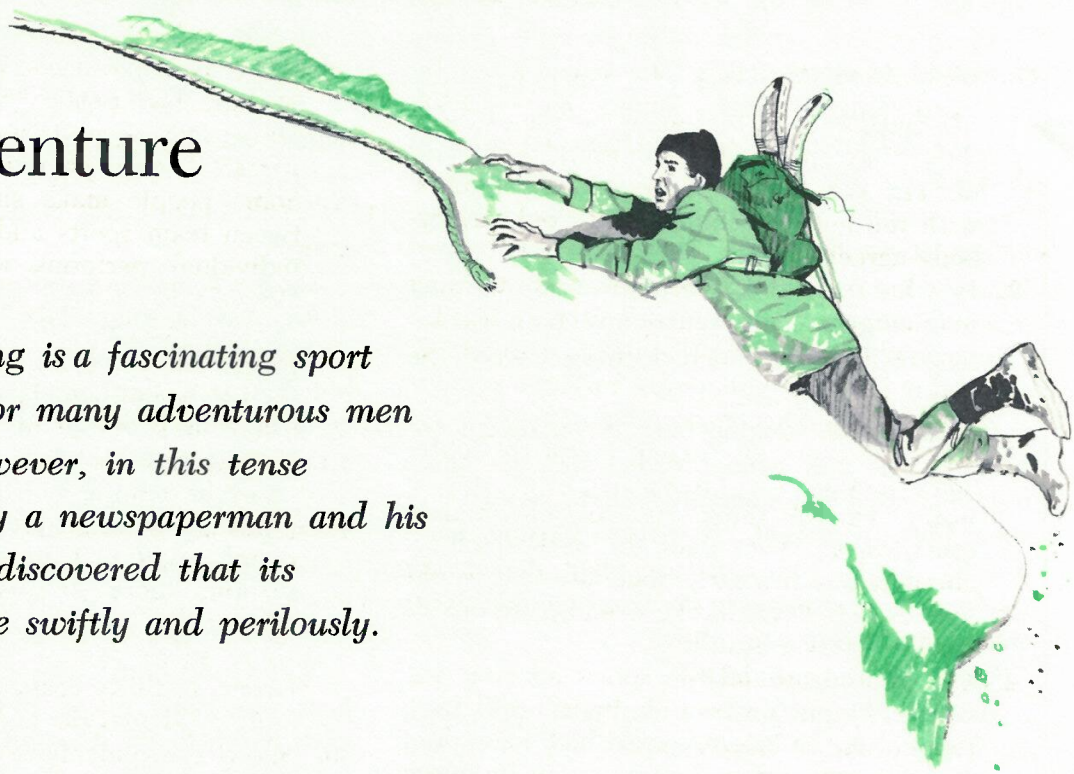
6. As athletes grow older and more experienced, they also gradually lose the powers that make them outstanding. What happens? At what age is a baseball player likely to have to retire? How about football players? basketball players? boxers? What happens to most of these "former stars" when they retire from active sports even though they are still comparatively quite young?
7. Some people make sharp distinctions between team sports and those in which the individual performs alone or largely so. Would you consider tennis, swimming, golf, or track events in this category? Which type of sport do you think would be most rewarding for the individual?
8. There have been many efforts in recent months to make boxing illegal. It is true that many boxers die as a result of the physical punishment suffered by their bodies, but people argue that the same is true of players in other sports. Is this true? Do you think that boxing will ever be abolished? Why is there more protest now than there was twenty or thirty years ago? Have we become "soft"? What is the answer?
9. Sporting events have come to mean "big money." There is always talk about the "fixed fight" or the "fixed game." What do these terms mean? Do you think it is still possible to "fix" a fight?
10. Sports have also become a tool of the politicians and the statesmen. Boycotts are staged to protest racial inequality. Governments boycott international events to protest the affairs within another country which are in no way related to sports. Do you think this is correct? Is it possible to keep sports and international affairs apart? Do you think anything is accomplished by boycotts of this nature?

HAVE YOU SEEN THESE?

Brawley, B. G.	*Negro Builders and Heroes*
Bromberg, Lester.	*Boxing's Unforgettable Fights*
Ribalow, Harold.	*World's Greatest Boxing Stories*

ESSAY 8

Ice Adventure



Mountain climbing is a fascinating sport the world over for many adventurous men and women. However, in this tense and exciting story a newspaperman and his two companions discovered that its dangers can strike swiftly and perilously.

IN THE MOUNTAINS things seem to reach a climax with a swiftness seldom found elsewhere. Nicholas Roosevelt, New York *Times* correspondent, several years ago asked to accompany Bill on a snow survey he and Ranger Wagner were preparing to take. Of course Bill agreed, happy to have the added company on the long trip through the Back Country. The newsman was outfitted completely, including pack and snowshoes, the same as the rangers.

They took off early one morning and began the first long, steep climb out of Yosemite Valley. Everything went as expected until they reached Vernal Falls, where everything went wrong with an abruptness that nearly cost them their lives.

The trail they had to follow angled almost straight up along one side of the high waterfall, and the fine spray blowing over the trail had paved it and the adjoining mountainside with a coating of ice. Working their way upward was a long, difficult job, but they made it at last, with Roosevelt, climbing in front of Bill, finally pushing his head over the top. He got slowly to his feet and carefully started across the slippery but almost level expanse of ice toward a guardrail a few feet away.

Then it happened.

Roosevelt began drifting to one side, so slowly and gently his progress was scarcely perceptible—like a slow-motion sequence in a movie—yet he could not control his movement, walking or standing. While Bill stood in his niche, watching carefully but afraid to utter a word, the *Times* correspondent tried making his way up the ever-so-slight grade to the rail and safety, but it was like straining for the final straw in a nightmare as he continued to slide gently with every step, toward the edge of the precipice.

"Lie down!" Bill called. "Spread your arms and legs."

Roosevelt did as directed, and the drag of his body on the ice slowed his movement, but he was still moving, slowly and surely toward the frightening drop-off that would hurl him to certain death.

From BEARS IN MY KITCHEN by Margaret Merrill, copyright © 1956 by Margaret Merrill and W. Jensen Bowers. Reprinted by permission of McGraw-Hill Book Company.

Hooking his toes in the chipped-out top step, Bill lay prone on the ice and reached out his hand. Roosevelt waited until the split second he would be nearest Bill, then reached out his arm and lunged. Their fingers met, parted. Quickly Bill loosened one foot from the foothold in the niche and stretched again a little farther. Their fingers met, overlapped, and finally locked at the first joint. Then Bill's toe slipped from the icy niche where he was anchored, their grasping fingers came apart, and both Roosevelt and Bill began slowly inching toward the precipice.

Bill struggled, lunging back to regain his toe hold, but it was gone forever, and the effort only increased the momentum that was carrying them both to eternity. It was maddening, moving so slowly you could scarcely detect the movement, yet unable to lay hand on any object that could arrest your slide.

"Bill! Above your head!"

Ranger Wagner's shout brought Bill back from the abyss of hopelessness, and he turned his head slightly. The end of a broken guard chain was dangling almost overhead, and he prepared himself for the spring that would either halt his descent or increase his approach to the drop-off, depending on luck.

Gathering his spread arms and legs under him was like releasing a brake and his movement immediately gained momentum. Then his hand shot out and his fingers clamped tight on the last link of the chain. It wasn't much, just enough to stop his descent, with his legs continuing on, in a slow arc, far to one side. He had a glimpse of Roosevelt desperately reaching for his sprawling foot, but he was just out of reach.

Pulling himself up by the chain, Bill was able to grasp it with the other hand and soon had one leg hooked over the guardrail. And Roosevelt, miraculously, had managed to halt his descent, hanging up on a small protruding rock showing above the icy surface.

Quickly, Bill untied the rope provided for lashing snowshoes to his pack, attached it to a broken chain, which he unhooked from the guardrail, and turned to the reporter, still spread-eagled on the ice, his face turned away from the drop-off.

"Don't move, Nick," Bill called. "I'm going to throw you a rope, but don't move a muscle until I tell you."

Coiling the rope in one hand, he took a grip on the attached chain and threw. The rope snaked out like a lariat and struck the ice—it was short by several feet.

"Don't move," Bill cautioned. "Going to try again."

Ranger Wagner, standing helpless in the top niche, was holding aloft his lashing rope and making motions that he would throw it to Bill, but it was a short length, and the chance of wind blowing it out of Bill's grasp was too great a risk. Quickly Bill reeled in his rope and tossed it to Wagner, who added his length to the end. Then Bill retrieved it and prepared to try once again. Roosevelt was lying still as death, not moving a muscle lest his light contact with the protruding rock be broken.

"I'm ready to try again," Bill shouted. "If I miss you, don't move. If the rope strikes you, grab it quick, for it might spring you loose."

Carefully coiling the rope, he stood up straight and hurled it across the ice. The rope shot out like a catapult, arched in the air, and dropped—still short of its mark. The tension was more than the journalist could bear—the frozen rock beneath him was giving way—and he started once more slipping slowly toward the precipice, now but a few feet away.

"Grab it!" Bill yelled. "Behind you!"

For a second the reporter was perfectly still, except for his curled fingers frantically digging at the frozen ice. Then he turned his head, saw the end of the rope slowly fading from his reach, and lunged in desperation. With the exertion, he was beginning to glide down over the last hump at the edge of the drop-off—when at last his clutching fingers found the end of the rope.

Bill pulled him to safety, and they sat down right there, at the head of Vernal Falls, and waited while Ranger Wagner brewed some hot tea before continuing on. Nicholas Roosevelt had looked forward to an exciting trip; the adventure came more swiftly than any of them had expected.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *Roosevelt was equipped with*
(*a*) skis and pup tent; (*b*) pack and snowshoes; (*c*) rifle and ammunition; (*d*) fur-lined jacket with parka.

..... **2.** *When Roosevelt spread out his arms and legs, his*
(*a*) progress was halted; (*b*) slipping stopped; (*c*) body slid faster than ever; (*d*) movement continued toward the drop-off.

..... **3.** *Ahead of them was a*
(*a*) guardrail; (*b*) crevice; (*c*) large boulder; (*d*) stunted tree.

..... **4.** *On this trip the party was made up of*
(*a*) several people; (*b*) three people; (*c*) four people; (*d*) two people.

..... **5.** *Bill tried to reach Roosevelt*
(*a*) three times; (*b*) twice; (*c*) only once; (*d*) many times.

..... **6.** *The first to reach the top was (were)*
(*a*) Roosevelt; (*b*) Roosevelt and Bill; (*c*) Ranger Wagner; (*d*) Wagner and Bill.

..... **7.** *Bill threw the rope to Roosevelt*
(*a*) once; (*b*) three times; (*c*) many times; (*d*) twice.

..... **8.** *As Roosevelt got to his feet and started across the ice, he*
(*a*) slowly slipped sidewise; (*b*) lost his footing; (*c*) fell head foremost; (*d*) crawled to his right.

..... **9.** *The reporter saved himself by*
(*a*) regaining his hold; (*b*) grasping Bill's fingers; (*c*) reaching a guard chain; (*d*) clutching a rope.

..... **10.** *After the rescue*
(*a*) they sat down a while; (*b*) Bill dropped his pack; (*c*) Wagner put on snowshoes; (*d*) Roosevelt started on ahead.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** When the teacher spoke, her *abruptness* startled the class.
(*a*) eagerness; (*b*) keen enthusiasm; (*c*) loudness; (*d*) suddenness.

..... **2.** The announcements were not listed in *sequence*.
(*a*) regular order; (*b*) good form; (*c*) style; (*d*) order of importance.

..... **3.** A statue of the Virgin stood in the *niche* by the altar.
(*a*) hall; (*b*) corner; (*c*) indentation in the wall; (*d*) shelf on the wall.

..... **4.** The girl lay *prone* upon the bed, sobbing quietly.
(*a*) face down; (*b*) on her back; (*c*) with arms outstretched; (*d*) still.

..... **5.** The plane gained *momentum* as it approached the end of the runway.
(*a*) balance; (*b*) altitude; (*c*) speed; (*d*) stability.

..... **6.** The mountain climber crawled along the edge of the *abyss* to safety.
(*a*) peak; (*b*) snowbank; (*c*) deep gorge; (*d*) cliff.

..... **7.** The lumberjack *lashed* the logs to make a raft.
(*a*) chopped to size; (*b*) measured; (*c*) sawed; (*d*) tied with a rope.

..... **8.** The hunter *retrieved* his knife which had fallen from his pack.
(*a*) picked up; (*b*) looked around for; (*c*) recovered; (*d*) replaced.

..... **9.** The Roman soldiers used a *catapult* to capture the town.
(*a*) device for hurling stones; (*b*) tall ladder to scale a wall; (*c*) kind of rowboat; (*d*) clever trick.

..... **10.** *Frantically* the driver tried to steer the skidding car.
(*a*) madly, excitedly; (*b*) carefully, expertly; (*c*) hopelessly, despairingly; (*d*) skillfully.

What Do You Think?

Questions About the Story

1. Look at the source of this story. From this article and the title of the book from which it was taken, what type of stories can you assume the book contains? Would you be interested in reading the whole book? Why? Why not?
2. When you look at the source, you also discover that the book was written by a woman. Does this influence your opinion of the story in any way? How do you suppose she came to write the story?
3. Did you have a feeling of suspense and increasing interest as you read this story? What series of events helped to add fire to the suspense? Do you think the author embroidered upon the facts at all to make the story more interesting?
4. Why did Bill tell Roosevelt to lie down and spread his arms and legs? How do you think this would help to slow down his movement on the ice?
5. Why do you suppose the reporter might have kept his face turned away from the drop-off?

Questions to Think About

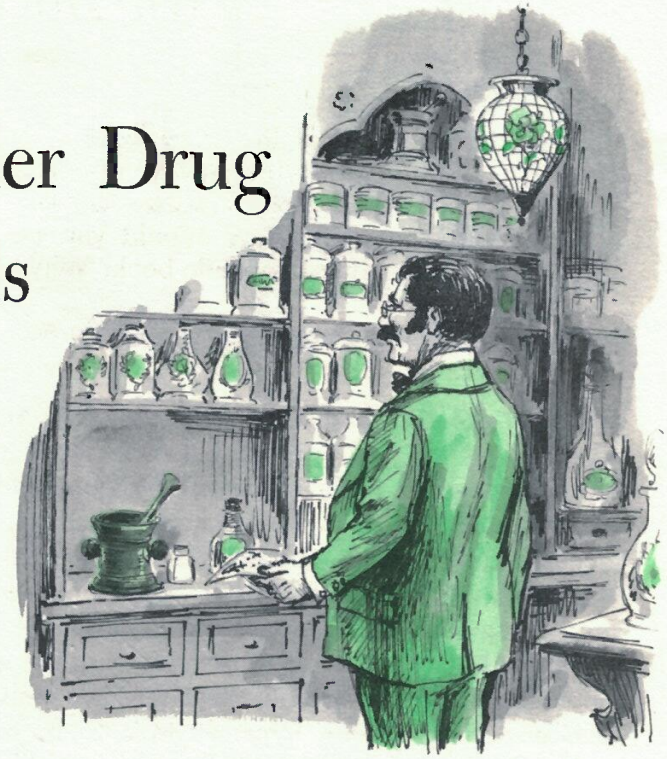
6. Mountainous regions have their fascination for hundreds of people, generation after generation. What is there about mountain climbing that beckons so many people? After all, it is dangerous, cold, and uncomfortable. Have you ever experienced an urge to climb some mountain which has never before been conquered? What do you think it is that draws men to risk their lives in this way?
7. Given your choice, which would you prefer to do: travel to famous mountain areas for climbing, stay for a time in historical cities like Paris or Rome, or take a long sea voyage stopping at various ports? Why? Do you think you would make the same choice when you are in your forties or fifties?
8. Everyone seems to enjoy reading stories about adventure and danger. Why do you suppose this is so? Do you think you would have enjoyed this story more if you had been kept in suspense about the outcome of the climb? In the second paragraph, the author tells us everything will come out all right by the phrase "nearly cost them their lives." Did this take away some of the interest in reading the story for you?
9. Why does the experience of mountain climbing "cut a man down to size"? What other sports are there which constantly remind us that we are only human and that nature can take or spare our lives at will? Do you think surfing or scuba diving could be called similar sports to mountain climbing?
10. What personal characteristics would you select in a mountain-climbing partner? If you had to pick another member of your class to accompany you on a very dangerous mountain-climbing expedition, who would it be? Could you be sure he would risk his life to save yours? Can you be sure that you would risk your life to save his?

HAVE YOU SEEN THESE?

Dufek, George.	*Operation Deepfreeze*
Hunt, John.	*Conquest of Everest*
Marret, Mario.	*Seven Men Among the Penguins*

ESSAY 9

Aspirin: The Wonder Drug Nobody Understands



*We take many of the wonders of science too much for granted—*aspirin *is one of them. New uses for it are still being discovered.*

WHATEVER BECAME of sassafras tea, arnica, mustard plasters, asafetida, sulphur and molasses? They have all vanished from the family medicine chest. In fact, among the home remedies that were popular early in this century, only one is still prominent: aspirin.

It is a drug that people take for granted. But take it they do, in ever-increasing quantities and for almost every ailment. The amount swallowed in this country is approaching an annual 35 million pounds—or five tablets a week for every man, woman and child.

Although aspirin is cheap, easy to get, and disarmingly safe, no other drug is so helpful in treating such a wide variety of ailments. Indeed, were it invented today, aspirin might well be hailed as a wonder drug. Potentially important uses for it are continually being discovered and investigated.

Recently, for example, studies conducted by Dr. Leonide Goldstein, of New Jersey Neuropsychiatric Institute, Princeton, showed that three aspirin tablets produce in normal subjects roughly the same effect as a moderate dose of phenobarbital or of meprobamate, a common tranquilizer. Other research suggests that aspirin may prove capable of putting the brakes on one form of osteoarthritis, a common degenerative disease which, due to wear and tear, progressively cripples joints.

Aspirin is synthesized from common coal tar and petroleum derivatives, according to a standard recipe given in many elementary-chemistry textbooks. But the pharmacology is as complex as the chemistry is simple. Aspirin has at least three distinctly different drug effects: it reduces fever; it alleviates pain; it combats inflammation.

It seems to reduce fever by acting on the body's "thermostat" deep in the brain, increasing sweating and the flow of blood in vessels near the skin, thus speeding heat dissipation.

Evidence is that it eases minor pains by suppressing activity in nerves at the site of the pain, thus blocking the pain before it can reach the brain. Morphine and other narcotics, in contrast, act on pain-recognizing centers in the brain.

How aspirin soothes inflammation is not well understood, but it is particularly useful for arthri-

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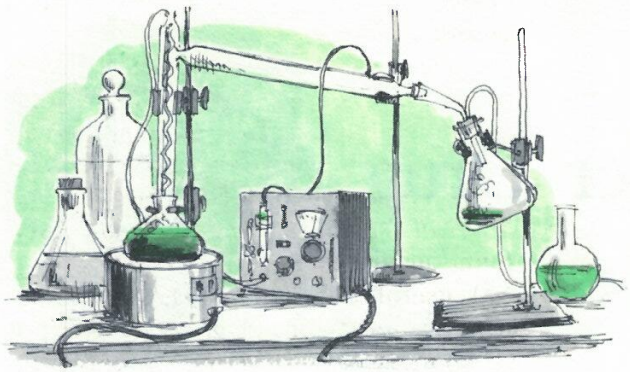
Adapted from "Aspirin: The Wonder Drug Nobody Understands" by George A. W. Boehm from THE NEW YORK TIMES MAGAZINE, September 11, 1966, and condensed in THE READER'S DIGEST, March 1967. Reprinted by permission of the publishers and author.



tic and rheumatic conditions. After the synthesis of cortisone in 1949, steroid hormones largely supplanted aspirin in the treatment of rheumatoid arthritis, until the side effects of prolonged hormone therapy became apparent. Today, according to the Arthritis Foundation, aspirin is "the single drug most used" in treating the disease.

Although safe when properly used, aspirin is not foolproof. A few people—probably not more than one in 1,000—are hypersensitive to it; in them, even a single tablet can bring on a possibly fatal asthma attack. Many doctors do not give aspirin to patients with peptic ulcers, for in very large amounts it may cause internal bleeding.

An overdose of aspirin can be dangerous. According to U.S. Public Health Service figures, aspirin accounts for more cases of poisoning than any other drug—hardly surprising in view of the casual way in which large doses are so often taken.

A large proportion of its victims are children under the age of five, who pry the tops off bottles and gulp handfuls.

Aspirin comes from a family of herbal remedies used in many parts of the world as far back as the Stone Age. These are the salicylates, found in the bark, fruit and other parts of many plants. American Indians made a fever-reducing tea from willow bark. Hippocrates, the Greek, father of medicine, recommended preparations of willow for alleviating both fever and pain. In the 1850's chemists began synthesizing pure salicylates and within a few years salicylates had become common drugs, used even for sterilizing wounds and preserving food.

But they had drawbacks. Salicylic acid was extremely irritating to the stomach; and sodium salicylate, a less corrosive offspring, had a cloying, nauseatingly sweet flavor. Then, in 1893, Felix Hoffmann, a chemist employed by Friedrich Bayer & Co., in Germany, found a derivative that was not objectionable: acetylsalicylic acid. Before long, acetylsalicylic acid, which Bayer named Aspirin, was big business.

Today, an overwhelming majority of adult Americans take the drug in one form or another. Aspirin has been introduced into a bewildering number of products—more than 1,000, if one counts different brand names and such medicaments as "pain relievers," cold tablets, and backache remedies.

Why don't more Americans take their aspirin straight? One reason is that it takes a while to dissolve, and during that time it can irritate mucous membranes in the stomach of some people. It takes still longer to be absorbed into the bloodstream.

Does all the tinkering with aspirin improve it significantly? Pharmacologists do not yet know enough about aspirin to say for sure.

Many people come to rely on aspirin, but medical scientists are agreed that there is no danger of addiction. In both the short and long run, aspirin when properly used is a remarkably untroublesome drug. With few others is there such a wide margin between a dose that is usually helpful and a dose that is usually harmful.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Dr. Goldstein of Princeton showed that three aspirin affect normal subjects* (*a*) as a moderate dose of phenobarbital; (*b*) like meprobamate; (*c*) like a common tranquilizer; (*d*) all of the above.

_____ 2. *Three distinct drug effects of aspirin are* *a*) reduction of fever, alleviation of pain, fighting inflammation; (*b*) reduction of fever, increase of blood flow,

inflammation irritant; (*c*) arthritic stimulant, narcotic, reduction of internal bleeding; (*d*) none of the above.

_____ 3. *Aspirin is from an old family of herbal remedies, specifically an acetylsalicylic acid discovered by*
(*a*) Stone Age man; (*b*) American Indians; (*c*) Hippocrates, Greek father of medicine; (*d*) Felix Hoffmann.

_____ 4. *The main drawback to aspirin is*
(*a*) an overdose can be dangerous; (*b*) possible addiction; (*c*) we don't know enough about it to be sure; (*d*) its nauseatingly sweet flavor.

_____ 5. *Aspirin accounts for*
(*a*) most cases of internal bleeding; (*b*) many fatal arthritic attacks; (*c*) more cases of poisoning than any other drug; (*d*) fever induction in children under five.

_____ 6. *Many people today*
(*a*) are addicted to aspirin; (*b*) find it to be a remarkably troublesome drug; (*c*) are in danger of overdosage; (*d*) have come to rely upon aspirin for many ills.

_____ 7. *More Americans do not take aspirin undiluted because*
(*a*) we don't know enough about it to be sure; (*b*) of heavy advertising; (*c*) undiluted aspirin is more addictive; (*d*) it takes longer to dissolve and to be absorbed into the bloodstream.

_____ 8. *Medical scientists and laymen have found aspirin to be*
(*a*) useful but dangerous; (*b*) sometimes helpful but troublesome; (*c*) a remarkably untroublesome drug; (*d*) insignificant in its effects.

_____ 9. *Aspirin is still prominent among old-fashioned remedies today because*
(*a*) it's cheap; (*b*) it is easy to get; (*c*) it is disarmingly safe; (*d*) all of the above.

_____ 10. *The main idea of this essay is*
(*a*) the pharmacology of aspirin is simple but its chemistry is complex; (*b*) no other drug is so useful now and potentially in treating a wide variety of ailments; (*c*) aspirin has been hailed as a new wonder drug; (*d*) aspirin is a drug whose uses are well defined.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The boy was *potentially* a winner.
(*a*) undoubtedly; (*b*) latently; (*c*) eagerly; (*d*) naturally.

_____ 2. The coach needed a *tranquilizer*.
(*a*) stimulant; (*b*) energizer; (*c*) calming drug; (*d*) antidote.

_____ 3. The work had a *degenerative* effect.
(*a*) degrading; (*b*) conclusive; (*c*) dehydrating; (*d*) habitual.

_____ 4. The novel lacked *synthesis* of characters with the plot.
(*a*) neutralizing; (*b*) combining; (*c*) separation; (*d*) subordination.

_____ 5. The experiment produced many useful *derivatives*.
(*a*) laxatives; (*b*) drugs; (*c*) by-products; (*d*) pleasures.

_____ 6. No matter what was done, nothing would *alleviate* the problem.
(*a*) relieve; (*b*) solve; (*c*) aggravate; (*d*) remove.

_____ 7. He *dissipated* his resources for a long time.
(*a*) expanded; (*b*) conserved; (*c*) gathered; (*d*) squandered.

_____ 8. *Suppressing* evidence is a problem in law enforcement.
(*a*) publishing; (*b*) stealing; (*c*) concealing; (*d*) falsifying.

_____ 9. His writing was noted for its *corrosive* wit.
(*a*) damaging; (*b*) deadpan; (*c*) enlightening; (*d*) pleasant.

_____ 10. His *cloying* manner repelled those around him.
(*a*) awkward; (*b*) oversweet; (*c*) shy; (*d*) childish.

What Do You Think?

Questions About the Story

1. What is the meaning of the title of this article and how does it relate to the facts the author provides?
2. A background in science would be helpful in order to fully understand this article; however, it is not completely necessary. For instance, do you know the meaning of the following statement in the beginning of this article? "Aspirin is synthesized from common coal tar and petroleum derivatives."
3. In the second paragraph the author tells us that aspirin consumption in this country amounts to five tablets a week for every man, woman, and child. Does he mean that every person takes aspirin? Do you think presenting a point in this way is effective? Do you think that it helps the average person to understand it better than if the author had simply said 35 million pounds of aspirin are consumed in this country annually?
4. If aspirin is as dangerous as the author says it can be, then why isn't a prescription required in order to purchase it?
5. Is the word "aspirin" a brand name? What are some other products you know of which contain aspirin in some form or other? Are all tablets of aspirin the same regardless of who manufactures and markets them?

Questions to Think About

6. Tension is commonly said, these days, to produce aches and pains, particularly in the regions above the neck. Just what is *tension*? Do animals as well as human beings have it? Is it the product of our highly industrialized, big-city life? Could Joan of Arc, Marc Antony, or Aristotle have experienced tension?
7. The study of remedies used by man down through the ages is both fascinating and sometimes most depressing. Two or three generations ago people regularly took "tonics." Now it is vitamins. Does everyone need supplements in his everyday diet such as vitamins can provide? Is it possible to take too many vitamins, too many doses of "tonics," or too many aspirin?
8. In ages past, many people cooked up herbs, roots, seeds, and tree bark for medicinal purposes. Were all of these preparations completely worthless? How do you think early people found out about the medicinal value of certain plants? Are there people living on earth today who would prefer to minister to their own ills with herbs than with modern drugs?
9. If anyone mentions feeling ill, the standard comment has come to be "take an aspirin!" regardless of what the symptoms of the illness might be. Do you think there is any danger in this blanket dependence upon aspirin for treating every physical discomfort?
10. Sometimes it is said that doctors will write out prescriptions for pills which are actually only aspirin in another form. They do this because the patient has more confidence if he is getting something by prescription, and would feel cheated if told only to go buy some aspirin. Do you think there are important psychological factors involved in treating people's physical ills? Do you think a doctor is being ethical to treat a patient in this way? Do you think that any of the headaches and body tensions we complain about are actually imagined?

HAVE YOU SEEN THESE?

Hume, Ruth F.	*Milestones of Medicine*
Robbin, Irving.	*Giants of Medicine*
Shippen, Katherine B.	*Men of Medicine*

ESSAY 10

King-Size Americans: Is It Good?

The American people are growing larger and taller as succeeding generations come to maturity. The reasons for this increase and the results are problems yet to be finally solved.

FROM THE EVIDENCE that is available, the estimate in summary is that American males are growing from three-fourths of an inch to an inch taller every twenty-five years. Here are some of the relevant statistics:

According to the Selective Service System, the men examined by local boards at the beginning of World War II were an average 68.5 inches tall and weighed 152 pounds. This was one inch and eleven pounds more than the average of those examined at the start of the first World War. More recently, the Air Force measured 4,000 of the men at fourteen bases and reported that they averaged 69.1 inches and 164 pounds.

A study by the Department of Health, Education, and Welfare noted "marked increases in body sizes of children during the last half-century." It reported, for instance, that a sample of 14-year-old boys in southern Michigan showed that they stood 63.5 inches and weighed 118 pounds, on the average. This made them six inches taller and thirty-one pounds heavier than 14-year-olds measured in a sampling in Boston schools back in 1877.

One survey of 14,000 women was taken by the Works Projects Administration just before World War II. It found their average height to be 63.2 inches; average weight, 133 pounds; average waist, 29.1 inches. Some statistics on WAC's early in World War II showed that service women were a little taller than the W.P.A. group—about sixty-four inches, now the generally accepted average for American women—and weighed just slightly more.

What's behind all this growth? Why have Americans been getting larger?

Heredity, of course, plays a role, giving each child his potential for growth. But environment—defined as all those factors that affect the individual, such as diet, climate, health and living standards—is said to determine the degree to which that potential is achieved.

Nothing much can be done about a child's heritage of genes. The children of short parents will be relatively short, though chances are, these days, that they will be taller than their parents.

However, environmental influences change and most experts point to these as the primary reason for the upward trend. The experts, though, have not been able to isolate which of the environmental factors is the most important influence.

Adapted from "King-Size Americans: Is It Good?" by Alvin Shuster from THE NEW YORK TIMES, October 18, 1959. Reprinted by permission of the author.

Dr. T. D. Stewart, curator of the Division of Physical Anthropology at the Smithsonian Institution's National Museum here, thinks nutrition is certainly a major reason for it all.

"Vitamins are just poured into children these days," he says. "Everything, including all those enriched foods, is pushing them up and up. When I was young, our breakfast food was plain, old-fashioned oatmeal. Now, take some of these breakfast foods today. Here's a sample of a new one. It boasts of Vitamin B_1 riboflavin, niacin, Vitamins C and D, calcium, iron, folacin and protein."

He notes, too, that Americans seem to be overfed, and that this helps the trend. In overeating, they are bound to consume more nutritious foods along with the superfluously rich.

In addition, better medical care, control of communicable diseases, and improved hygienic and sanitation conditions have all been responsible in part. Ordinary, relatively minor childhood diseases are of such short duration that the brief setback is quickly made up by a normally healthy child. Serious illnesses, though, tend to slow down a child's rate of growth; as the ability to prevent or treat these diseases improves, children's chances to develop improve also.

Other reasons cited are increased prosperity and generally better living conditions. "Good living" is given as a reason by those who believe that taller persons are to be found in the upper classes rather than the lower, in private schools rather than public, and in urban areas rather than rural.

Anthropologists back up their theories about the importance of environment by pointing to several studies made over the years. A 1952 survey, for instance, showed that Mexicans who immigrated to the United States while still young and growing were taller than those who came here after reaching maturity. There was, in fact, little difference between the males who never left Mexico and those male migrants who came to the States after the age of 27. A significant influence was said to be the more abundant diet available in this country.

All these studies raise the question of whether we are heading for giantism—a nation of basketball players, where the corn will be as high as the average American's eye.

Dr. Stewart says the future could depend on the nutrition and health influences. It could be that all this relatively new nutrition may reach the point of diminishing returns. That is, we may soon reach the end of manipulation of chemical ingredients in food and of introduction of new foods. As more people have access to the foods, and as more of the new combinations are exhausted, we may then approach the point where the response to them slows down.

Of course, if the real reasons for this growth are as-yet-unexplainable evolutionary causes, then the growing could go on. No one has been able to explain, for example, why some groups of animals have grown bigger and bigger until they approached giantism.

Though it is obviously anyone's guess just where we are heading, there are those who are quite worried over the ill-effects that could result from any continued trend upward over the centuries. The bigger the body, the more inflexible and inefficient it might become.

Another problem is that involving life expectancy. Carrying all that increased weight around could put a new and dangerous burden on the human skeleton, the heart and other organs, and could have some bearing on the life span years and years from now.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Every twenty-five years, American males grow about how much taller?*
(*a*) ½–¾ inch; (*b*) 1¼–1½ inches; (*c*) 1–1¼ inches; (*d*) ¾–1 inch.

..... 2. *Recently Air Force statistics showed that 4,000 of the men at 14 bases averaged 164 pounds and*
(*a*) almost 65.1 inches; (*b*) 67.1 inches; (*c*) slightly more than 71.1 inches; (*d*) 69.1 inches.

..... 3. *Whether we are headed for "giantism" may depend on*
(*a*) further nutritional discoveries; (*b*) the truth about unexplained evolutionary changes; (*c*) both of the above; (*d*) neither of the above.

..... 4. *Taller people are more likely to be found*
(*a*) in urban districts; (*b*) in suburban districts; (*c*) in rural districts; (*d*) equally distributed in all three districts.

..... 5. *A reason why young Mexicans who came to this country became taller than mature Mexicans was that this country has*
(*a*) a moderate and therefore more healthful climate; (*b*) a more abundant diet; (*c*) fewer children's diseases; (*d*) higher health standards.

..... 6. *One reason why Americans are getting bigger may be because*
(*a*) children recover more quickly from minor diseases than they did formerly; (*b*) children seldom get the serious diseases that arrest growth; (*c*) minor children's diseases are almost nonexistent today; (*d*) all of the above are true.

..... 7. *Which factor has been shown to be most important in growth?*
(*a*) diet; (*b*) climate; (*c*) health standards; (*d*) the most important factor has not been isolated.

..... 8. *The generally accepted average height for American women is*
(*a*) 62 inches; (*b*) 63 inches; (*c*) 64 inches; (*d*) 65 inches.

..... 9. *Which of these aspects of eating seems to be most important in size increase?*
(*a*) new breakfast foods; (*b*) minerals; (*c*) nutrition; (*d*) overeating.

.....10. *The tone of this selection might best be called*
(*a*) very optimistic; (*b*) gloomy; (*c*) optimistic; (*d*) none of the above.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The judge decreed the testimony of the witness was not *relevant* to the case.
(*a*) applicable; (*b*) fair; (*c*) logical; (*d*) legal.

..... 2. The *statistics* the speaker quoted were misleading.
(*a*) facts and figures; (*b*) references; (*c*) authors; (*d*) books on arithmetic.

..... 3. The man talking to Mr. Hill is the *curator* of the museum.
(*a*) owner; (*b*) chairman of the board; (*c*) custodian; (*d*) president.

..... 4. The *potential* of the new machine, as explained by the engineer, was almost unbelievable.
(*a*) drawings; (*b*) cost; (*c*) possibilities; (*d*) upkeep.

..... 5. The squirrel was not able to cope with its *environment*.
(*a*) loss of hair; (*b*) encounter with a hawk; (*c*) surroundings; (*d*) loss of sight.

..... 6. Although Ann has the *heritage* of a violent temper, she tries hard to control it.
(*a*) heartbreak; (*b*) hypersensitivity; (*c*) horror; (*d*) inheritance.

..... 7. The teacher *superfluously* read the already explained directions.
(*a*) unnecessarily; (*b*) hesitantly; (*c*) slowly; (*d*) monotonously.

..... 8. The boy was thought to have a *communicable* disease.
(*a*) death-dealing; (*b*) easily transferred; (*c*) mild; (*d*) feverish.

..... 9. The *evolutionary* changes in government benefited all peoples.
(*a*) caused by conquests; (*b*) sudden and violent; (*c*) expected; (*d*) developmental.

.....10. The cable proved to be too *inflexible*.
(*a*) weak; (*b*) stiff; (*c*) full of splices; (*d*) long.

What Do You Think?

Questions About the Story

1. Do you think the author of this selection might be "stacking the deck," that is, drawing only upon those facts which will prove his point? What factual evidence does he offer to back up his theories? How reliable is this evidence?
2. Do you think that the facts in this article point toward increased size for all people in the world or just for Americans? How would your answer to this question affect the opinion that evolution is a primary cause?
3. The article stresses the fact that we are bigger today than we were a century ago. Are we also stronger? Are we in better physical condition? What dangers does the article predict connected with becoming bigger?
4. Did the author say anything about social position being responsible for increased size? Do you agree with this?
5. What is the meaning of the following theory? "Heredity, of course, plays a role, giving each child his potential for growth. But environment is said to determine the degree to which that potential is achieved."

Questions to Think About

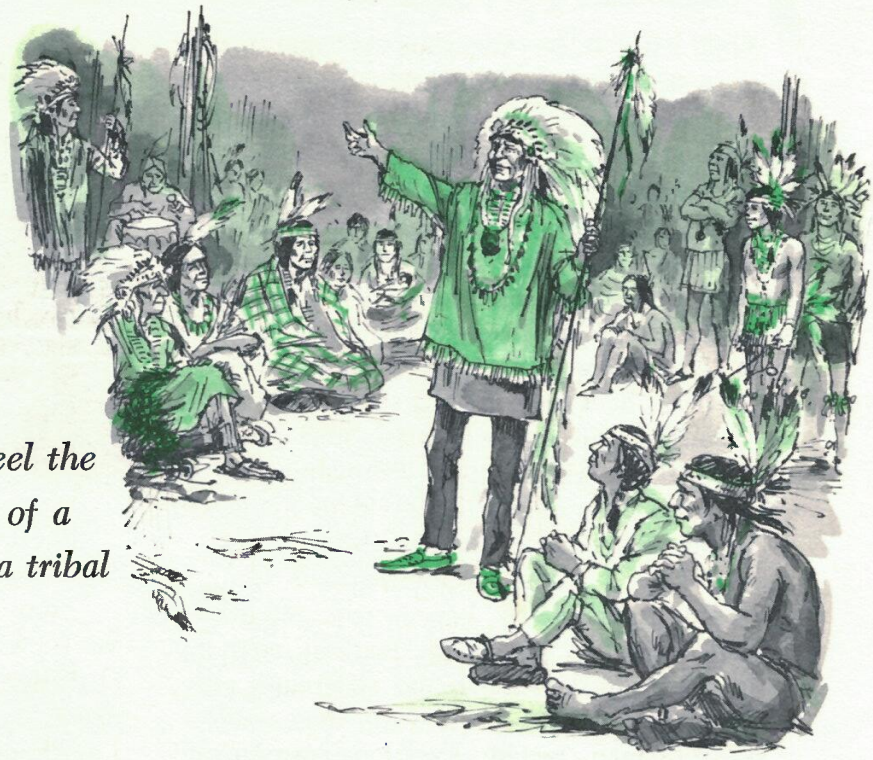
6. Surveys, polls, research studies, and the like are very popular today. How much reliability can the public give to these reports? How would a political poll compare to the size-samplings cited in this article? Which would be the more reliable, do you think?
7. The author says little or nothing about the psychological implications of being larger in size. Do you think that bigger people feel more superior to smaller people? Do you think that Americans feel superior to other races and nationalities, because of their size?
8. Heredity has a great deal to do with the potential size of the individual. Does it have anything to do with anything else? If a child of short parents turns out to be very tall, how does heredity have anything to do with it?
9. Some people turn out to be excessively big either in height or in weight. Individuals have been reported over seven or eight feet tall. Others may weigh over seven hundred pounds. What is the cause for this? Heredity? Nutrition?
10. In all this statistical concern about size and weight or growth, should we overlook the fact that the early settlers in this country, male and female, were accustomed to very rugged lives? Both men and women labored in their fields from dawn 'til nightfall. Were they less strong and healthy than today's men and women who take buses to work and sit at desks all day?

HAVE YOU SEEN THESE?

Broer, M. R.	*Efficiency of Human Movement*
McCabe, J.	*Your First Year at College*
Gardiner, E. M.	*Athletes of the Ancient World*

ESSAY 11

As I Dance



You will see, smell, hear, and feel the excitement in this true account of a young Indian's participation in a tribal dance contest.

BOOM! BOOM! BOOM! The signal comes from one of the huge bass drums stationed at each of five supporting columns. The enormous octagonal building is instantly silent. The attention of a thousand spectators centers on an elderly man, coming forth in solitary majesty.

He is bent with years and the deep lines in his strong face tell of past courageous battles fought with enemy tribes. Thin white braids barely reach his once-broad shoulders. My eyes, too, are fixed on this striking figure resplendently attired in ceremonial garments, paint, and fancy trappings. His elaborately fringed scalp shirt and hip-length leggings show decades of wear. From his faded war bonnet, extending downward and touching the floor, are two great trails of eagle feathers. They must have been well earned by this prominent chieftain!

Speaking in his tribal dialect, his weak, cracky, and hesitant voice explains the requirements for the final war dance competition. His slurred and guttural tones are frequently interrupted by gestures as he shows that he himself has complete mastery of the war-dance art.

He turns to speak directly to a small group of middle-aged men who appear to be judges. Complete respect and admiration are vividly expressed in the shiny black eyes of young braves standing nearby.

Because I cannot understand the Crow language, I find this the perfect time to check my costume. Should I find it necessary to stop during a dance to retie a thong, I'd automatically be disqualified. While I carefully adjust my eagle bustle, I notice that very few of the costumes consist of real eagle feathers.

All the heavily beaded garments in my costume are red and white. The white background is for the purity one should try to maintain in his life. The red in the designs reminds me of the blood shed in attempts to maintain the pureness of the great binding law which has governed the American Indian since the dawn of time. An arrow signifies protection. The mountain designs are the Wallowa Mountains in northeastern Oregon. Our people, the Nez Percés, once found protection in these mountains.

Four butterfly wings symbolize everlasting life. Back to back, they form a diamond which is the medicine man's eye—wise and watchful. This complete design says that I am constantly being watched, that He may give me an everlasting life, should I deserve it.

By Phil George. Reprinted by permission of the author. Phil George is a Nez Percé Indian whose work has been translated into more than twenty foreign languages. He wrote this article while attending the Institute of American Indian Arts in Santa Fe.

While I watch the other dancers listen to their chief, I stroke my soft buckskin fringe. Soft as velvet, this extensive amount of white, flowing fringe symbolizes a waterfall, reminding me that I can always be washed clean.

I check the lustrous bells tightly strung around my calf. The two lower rows, with bells large as oranges, give a deep bass sound. They gaily harmonize with the six rows of smaller bells above them. They ring with every movement of my feet. These silver bells are the ring of life within me. Someday this ring will cease, and the pulse from the drum will go up to Tahmahnewes, the Great Spirit. I am taught that my daily living will determine the sound of the drumbeat.

Last of all, I adjust the owl feathers securely tied onto my headband. Because the owl is considered wise, I've placed his feathers near my brain. They awaken me to be observant, wise, and patient.

When I dance, the judges read my costume and know the meaning of each bead and feather.

Through an interpreter I am told that I will perform with the boys between sixteen and twenty years of age. What competition! I'm told the dancers have been carefully examined and some eliminated on previous nights.

Listen! From somewhere a drum beats a slow and constant boom-boom-boom-boom. A choir of male singers bursts forth with shrieking war cries. A mystic chant cuts through this frenzy.

Colorful dancers, dressed like tropical birds in their spring plumage, impatiently wait for that certain tempo, their cue to begin dancing. Each pair of eyes is centered on the empty floor . . . waiting. Watching.

Suddenly, like bees in a hive, dancers begin action on the elevated floor. Quick and exciting thumps from the drums set everything in the huge building vibrating. Bells ring in our ears. Dancers fling into each simple step all the strength and primitive grace that man can ever possess.

Others may enjoy this exotic ceremonial, but selected judges must concentrate on rhythm, dignity, style, and quality of the costumes. Six middle-aged men ceaselessly spy, trying to detect faults. This is not an easy task!

The dance was a prayer for courage in war. Today, the war I fight is life. I want to defeat my greatest enemy—myself. It is a tough war, a real

challenge. To win, I need the help of Tahmahnewes. Is it proper to show off when you pray? I must not get fancy or ostentatious about it. That is why Pelaka, grandfather, taught me not to use the fancy steps.

Yes, the fancy war dance is attractive and the timing is difficult. This form has derived from the wishes of the white man to see an exciting and colorful spectacle. White men have encouraged Indians to show off, to entertain them. I must dance traditionally, especially tonight, during the contest.

Among the dancers, I slowly circle the crowded floor. Louder and faster the drums sound! All dancers bend down. I go exceptionally low. My braids almost touch the floor. My legs ache! The bells tied around my ankles dig into my skin. They are heavy!

At last the dance is near its end. Now I can stand tall, but I must try to keep in tempo with the drums. These songs are strange to me, but I think I can anticipate the final beat.

Wait! What now? I see only five easily recognized candidates on the floor. I've been selected as one of the semifinalists.

I need a drink of cool mountain water! My stinging throat burns. The pulse pounds in my ears. My neck veins feel as if they'd burst. Odors of perspiration and damp buckskin permeate the building.

To cool the beads of sweat from my face, I do fan myself. I take advantage of the pause to

rewrap my braid and adjust my pink-shell earrings, but unexpectedly I hear the thundering drums roll out the rhythm for the Prairie Chicken Dance. Oh, agony! I didn't even have time to catch my breath. Now I'm certain I'll be shamefully disqualified.

I face west—toward the sleeping sun. I humbly drop my head, kneel on my right knee, slouch low with outstretched arms, and silently say a personal war dance prayer.

I know my Kautsa, great-grandmother, isn't here, but somewhere she is watching. Again I dedicate this, my favorite dance, in deep reverence especially to her.

With my leg muscles tightened, I shimmy toward the middle of the floor. Slowly the vibrating beats fade. The chant begins with a new rhythm.

The lively chant rings loud and clear. Soon it is subdued by the booming of the drums, and I complete this dance with agile body movements, vigorously pouncing out the rhythm.

Then, suddenly as lightning strikes, the dancers stand transfixed. All is quiet. The audience holds its breath.

The judges now study our dignity. I stand tall. I attempt not to reveal to the questioning judges that I am thoroughly exhausted. From the corner of my eye, I see the dignitaries huddle together to determine the placing of three dancers.

There is a disagreement! Will I be eliminated? Did Tahmahnewes hear my prayer? Perhaps my costume has lost its meaning.

Finally, the chief directly points toward each boy as the announcer immediately records the unanimous and final decision.

I walk off the floor and among the crowd of dancers. Quietly and unnoticed, from behind, a hand—an old, withered, bony hand—is placed on my heaving shoulder. My heart gives an extra bump.

For a moment, I'm undecided whether I'm frightened or excited. Slowly I turn. I see . . . the chief!

I look into his dim, sagging eyes. Although they appear to be stern and piercing, I find a concealed cordiality deep within them.

"I pick you," he says with a rare smile of satisfaction. "You are a good Indian."

I am overwhelmed with such a joyful sensation that I want to fly away into the pale glow of the full moon. Yes, I am inordinately proud to have been selected by this particular man. I firmly shake his welcoming hand and, although I'm speechless, I'm sure I convey to him my gratitude. I sigh. My prayer prevailed.

The announcer asks my name, state of residence, and tribe.

As I solemnly stride back to join my grandparents in the murmuring audience, I'm aware of the people watching my approach.

"Oh, good grief," I think. "Now just watch me stumble and make a fool of myself."

Pelaka hands me my robe so I won't be chilled. Grandmother stands and properly drapes the robe around my left shoulder. I was once asked to wear my warrior's robe on my left shoulder like a Roman senator. I'm not a great warrior or a chief, but I am the descendant of some great Indian leaders and I obey the request.

"You have done very well. I am proud of you," Grandmother says softly, careful not to let the people nearby hear and think we're egotistical.

But in our dialect, Pelaka scolds me, "Ah . . . it was not good enough!"

"Sure enough," I think, as I hear over the loud speaker:

"For third place, in the war dance division of the Annual Crow Fair, is Phil George from Coulee Dam, Washington—a member of the Nez Percé Nation of Lapwai, Idaho. And, in second place. . . ."

Grandmother hands me a bottle of orange pop. How considerate of her! Pelaka then remarks, "Oh well, it was hard to beat these boys, and you have kept your record of placing in all the contests at every celebration we've gone to. I knew you would make this long trip worthwhile." Smiling, he takes the robe from my shoulder and nudges me toward the dance floor.

I walk toward the other champions—first and second place dancers—and firmly shake their hands, offering my congratulations. Then I offer them a drink of my pop. After a pleasant conversation, we immediately become well acquainted. Mentally and physically refreshed, we join the others in my greatest thrill—the war dance.

TIME 10.00

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *The dance competition takes place*
(*a*) in a circus tent; (*b*) in a bull ring; (*c*) on a football field; (*d*) in a large building.

_____ 2. *The writer belongs to the Indian tribe of*
(*a*) Nez Percé; (*b*) Crow; (*c*) Pelaka; (*d*) Wallowa.

_____ 3. *Four butterfly wings symbolize*
(*a*) friendship; (*b*) everlasting life; (*c*) wisdom; (*d*) bravery.

_____ 4. *The competition is among boys aged*
(*a*) ten to fourteen; (*b*) twenty and twenty-one; (*c*) sixteen to twenty; (*d*) sixteen to eighteen.

_____ 5. *The requirements for the dance competition are explained by*
(*a*) the judges; (*b*) the grandfather; (*c*) an elderly chief; (*d*) an old medicine man.

_____ 6. *In the competition the writer*
(*a*) wins first place; (*b*) is disqualified; (*c*) does not place; (*d*) wins third place.

_____ 7. *The writer has*
(*a*) placed in every contest he entered; (*b*) never won a contest; (*c*) won in all contests; (*d*) entered only contests in which he knew he could win.

_____ 8. *He attended the competition with*
(*a*) his parents; (*b*) his grandparents; (*c*) his native tribesmen; (*d*) his friends.

_____ 9. *The "fancy" war dance*
(*a*) is easy; (*b*) is danced to please the white men; (*c*) is always part of the competition; (*d*) is traditional.

_____ 10. *Which phrase best describes the character of the dancer?*
(*a*) modest but confident; (*b*) a show-off; (*c*) nervous and afraid; (*d*) arrogant and overbearing.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Guttural* sounds characterized the natives' speech.
(*a*) squeaky; (*b*) unpleasantly throaty; (*c*) high-pitched; (*d*) peculiar.

_____ 2. The trapeze artists, *resplendently* costumed, climbed the ladders.
(*a*) brilliantly; (*b*) modestly; (*c*) carefully; (*d*) uniformly.

_____ 3. The horses seemed to enjoy prancing down the street in their parade *trappings.*
(*a*) adornments; (*b*) bridles; (*c*) maneuvers; (*d*) carts.

_____ 4. Some dress materials have a *lustrous* finish.
(*a*) coarse; (*b*) shiny; (*c*) fuzzy; (*d*) dull.

_____ 5. *Exotic* foods were served at the foreign-affairs banquet.
(*a*) spicy; (*b*) tasty; (*c*) highly seasoned; (*d*) foreign, unusual.

_____ 6. A real lady never makes an *ostentatious* display of her jewels.
(*a*) unnecessary; (*b*) showy; (*c*) public; (*d*) ordinary.

_____ 7. Water would not *permeate* the treated cloth.
(*a*) dampen; (*b*) spot; (*c*) pass through; (*d*) cleanse.

_____ 8. An *egotistical* person usually is not popular with others.
(*a*) self-important; (*b*) too curious; (*c*) gossipy; (*d*) impolite.

_____ 9. The child was *inordinately* afraid of the dark.
(*a*) surprisingly; (*b*) reasonably; (*c*) understandably; (*d*) excessively.

_____ 10. The children were *transfixed* when they spied the beautiful Christmas tree.
(*a*) surprised; (*b*) held motionless; (*c*) brought to tears; (*d*) perplexed.

What Do You Think?

Questions About the Story

1. This story is written in the first person, that is, the author is talking about a personal experience as it is happening to him. Do you think this helps you to identify more fully with the author? Is the story more effective when written in this manner?
2. The experience of the author is probably quite foreign to anything you have ever done; however, you may have felt the same sensations at contests of various types. What facts does the author give us which suggest that this is really more than a mere contest; that it has far-reaching significance in other ways?
3. Symbolism plays an important role in this story. What is symbolism? How is it used here? Why might it be difficult for the average reader to grasp the full significance of this symbolism?
4. Visualizing is an important part of getting pleasure and meaning from reading, especially in a story of this type. Sometimes all of our senses are brought to bear on a good story. How many of your senses are affected by this story?
5. Is this a true experience? How can you tell? How does this fact affect your interest in the article?

Questions to Think About

6. Most American-Indian dances have some deeply spiritual significance which escapes most white observers. In fact, very few white people have the interest or the patience to watch the traditional Indian dances. What are the purposes of some of the Indian dances you know of? What other peoples in the world still use dancing as a religious expression?
7. In the traditional American-Indian dances every part of the costume, every movement of the body suggests something significant to the person who understands it. How does this compare to contemporary American dancing in meaning and purpose? Why do you dance? Try to think of a more complete answer to this question than that it is merely "fun."
8. Obviously Phil George takes his dancing very seriously. He is continuing a tradition of very long standing. Do you do anything which is similarly based in your heritage?
9. Religion is a deeply personal thing and therefore it is unlikely that there will ever be "one" religion. The beliefs of the American Indian are strongly related to nature and for the most part the Indians are silent about their spiritual feelings. How does this compare to the aggressive, "converting" religions which feel they must save those who have "not seen the light"? Do you think that Christianity, Judaism, Hinduism, or others are any better or any worse than the so-called pagan beliefs of non-Christians, non-Jews, non-Hindus, etc.? Why?
10. Much has been destroyed under the banner of what people thought to be the "true religion": the ancient libraries of the Mayas and the Aztecs, the totem poles of the Alaskan tribes, the carvings of the South Sea Islanders, the dances and ceremonies of a great many of the so-called primitive peoples. These things are lost forever as records of mankind's development. How has the American Indian been able to retain so much of his heritage? Can anyone truthfully say that he can replace it with something better? What do you think are the feelings of the new generation of Indians?

HAVE YOU SEEN THESE?

Forbes, J. D.	*The Indian in America's Past*
Macfarlan, A. D.	*Book of American Indian Games*
Mason, B. S.	*Dances and Stories of American Indians*

ESSAY 12

Survival on the Desert

Cruelty for its own sake is not a product of Nature. Even a rattlesnake merely defends itself or kills for food.

BRAVING THE BLAST of gusty heat, I roved the staring wastes to make acquaintance with whatever was abroad. I heard the raven's hoarse syllable, uttered, it seems, with difficulty from an unused throat. It is laconic and sounds obsolete, something left over from speech learned long ago from the vanished Mojave Indians. I saw the raven shadows before I saw the birds, black and slow in the brilliant azure just above me.

There was another bird I followed through the chollas. In his long down-pitching swoop from one gaunt Joshua to the top of another in an upward flight like that of a trapeze artist who just doesn't miss his perch, I saw the white patches on his wings break out, plain as an unfurled pattern. But I did not know him till, turning his head in the strong light, he showed the mask of black velvet across his eyes and the slender curve of his bill. The shrike is a bird with a bad name, the name of "butcher bird." Long before I ever saw one, I had been taught that, like the butcher who hangs a pig's carcass on a hook, the shrike impales its kill upon a thorn, but alive. This crucifixion singled him out, so my Fifth Reader said, as the one blackheart among the gentle tribe of small birds.

From THE ROAD OF A NATURALIST by Donald Culross Peattie, copyright 1941 by Donald Peattie. Reprinted by permission of Houghton Mifflin Company.

I have seen the dingy shards of grasshoppers dangling from hawthorn prongs, and known the insects did not dash themselves there by any accident. In winter I have seen field mice thus ganched upon the hooks, hardly at all decomposed because they were so hard-frozen. But, though in California you may notice a shrike on every section of telegraph wire, looking deceptively like a little mocking-bird, I never saw its tortured prey struggling alive upon the thorn. For the shrike generally eats his meal at once. If he is too full for that, he kills against a leaner day, like any provident soul, and hangs his food as the farmer hangs his flitches. He kills out of hunger, without hate, without sentiment. To be sentimental would, in Nature, be suicidal; if there is no compassion, neither is there any persecution.

You cannot find in Nature anything evil, save as you misread it by human standards. Anger blazes in a fight between two bull moose; anger then is a plain preservative measure, like fear which is the safeguard of all living. Together, these primary emotions bare the fang; they tense the muscles in the crouching haunch. You may call that hate, but it is brief and honest, not nursed in the dark like ours. In all of Nature, which fights for life because it loves life, there is nothing like human war.

We alone are responsible for the existence of cruelty, in the sense of maliciously inflicted

9:06
9:11 50

pain. This is one of man's inventions—of which so many are already obsolete. Nature is too unimaginative to have thought it up, and too practical to waste time with it, since the pain of another creature is of no use or pleasure to any in the wild. In this present agony of mankind, men talk, shuddering, of "going back to the ways of the beasts." Let them consider the beasts' way, which is cleanly and reasonable, free of dogmas, creeds, political or religious intolerances. Let no one think he will find in Nature justification of human evil, or precedent for it. Or, even among our natural enemies, any but fair fighting.

After sunset on our last day at the ranch I walked out into the desert. Shadows gathering in the wide sandy miles below this yucca forest persuasively created the image of a sea. Light was thinning; the scrub's dry savory odors were sweet on the cooler air. In this, the first pleasant moment for a walk after long blazing hours, I thought I was the only thing abroad. Abruptly I stopped short.

The other lay rigid, as suddenly arrested, his body undulant; the head was not drawn back to strike, but was merely turned a little to watch what I would do. It was a rattlesnake—and knew it. I mean that where a six-foot blacksnake thick as my wrist, capable of long-range attack and armed with powerful fangs, will flee at sight of a man, the rattler felt no necessity of getting out of anybody's path. He held his ground in calm watchfulness; he was not even rattling yet, much less was he coiled; he was waiting for me to show my intentions.

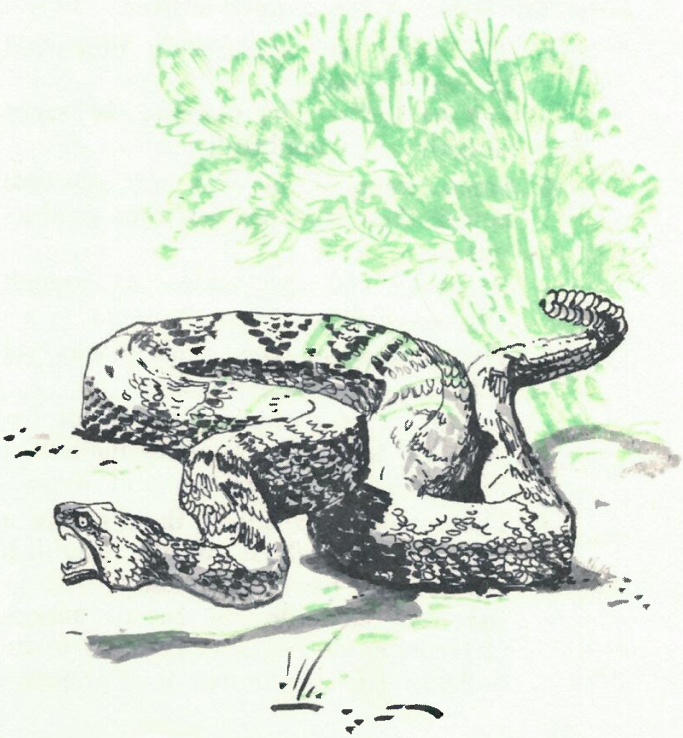
My first instinct was to let him go his way and I would go mine, and with this he would have been well content. I have never killed an animal I was not obliged to kill; the sport of taking life is a satisfaction I can't feel. But I reflected that there were children, dogs, horses at the ranch, as well as men and women lightly shod; my duty, plainly, was to kill the snake. I went back to the ranch house, got a hoe, and returned.

The rattler had not moved; he lay there like a live wire. But he saw the hoe. Now indeed his tail twitched, the little tocsin sounded; he drew back his head and I raised my weapon. Quicker than I could strike he shot into a dense bush and set up his rattling. He shook and shook his fair but furious signal, quite sportingly warning me that I had made an unprovoked attack, attempted to take his life, and that if I persisted he would have no choice but to take mine if he could. I listened for a minute to this little song of death. It was not ugly, though it was ominous. It said that life was dear, and would be dearly sold. And I reached into the paper-bag bush with my hoe and, hacking about, soon dragged him out of it with his back broken.

He struck passionately once more at the hoe; but a moment later his neck was broken, and he was soon dead. Technically, that is; he was still twitching, and when I picked him up by the tail, some consequent jar, some mechanical reflex made his jaws gape and snap once more —proving that a dead snake may still bite. There was blood in his mouth and poison dripping from his fangs; it was all a nasty sight, pitiful now that it was done.

I did not cut the rattles off for trophy; I let him drop into the close green guardianship of the paper-bag bush. Then for a moment I could see him as I might have let him go, sinuous and self-respecting in departure over the twilit sands.

TIME.....



Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The snake twitched when it*
(*a*) saw the man; (*b*) saw the hoe; (*c*) heard steps; (*d*) heard a noise.

..... 2. *The man's first thought was to*
(*a*) kill the snake; (*b*) get out of its way; (*c*) get a weapon; (*d*) let it alone.

..... 3. *When the man spied the rattlesnake, the snake was*
(*a*) coiled; (*b*) sleeping; (*c*) trying to escape; (*d*) watching him.

..... 4. *The writer after killing the snake was*
(*a*) regretful; (*b*) jubilant; (*c*) quite worried; (*d*) indifferent.

..... 5. *The beast's way is*
(*a*) uncertain; (*b*) evil; (*c*) tolerant; (*d*) intolerant.

..... 6. *The day had been*
(*a*) extremely hot; (*b*) extremely cool; (*c*) warm; (*d*) pleasant and comfortable.

..... 7. *Anger in Nature is*
(*a*) a sign of cruelty; (*b*) similar to human war; (*c*) a reaction to all situations; (*d*) necessary to preservation.

..... 8. *The malicious inflicting of pain is*
(*a*) a recent innovation; (*b*) common to all animals; (*c*) an invention of man; (*d*) natural to all living things.

..... 9. *In Nature one can find*
(*a*) complete justification for human evil; (*b*) no justification for human evil; (*c*) partial justification for human evil; (*d*) an interpretation of human evil.

.....10. *Compared to man's way, the author finds the beast's way*
(*a*) similar; (*b*) incomprehensible; (*c*) less desirable; (*d*) preferable.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The little boy *maliciously* destroyed his sister's mail.
(*a*) wickedly; (*b*) merrily; (*c*) very secretly; (*d*) doubtfully.

..... 2. Some weapons of war are *obsolete* before they are even put into production.
(*a*) sold; (*b*) cast aside; (*c*) copied; (*d*) out-of-date.

..... 3. The *dogma* of the church was set forth in a beautiful booklet.
(*a*) series of pictures; (*b*) set of beliefs and teachings; (*c*) explanation of ceremonies; (*d*) prayers and hymns.

..... 4. The senior class hoped their giving a gift to the school would establish a *precedent* for other classes.
(*a*) real example for future action; (*b*) cooperative act; (*c*) record to be broken; (*d*) beginning of a project.

..... 5. *Undulating* fields of wheat stretched in every direction.
(*a*) ripening; (*b*) moving in waves; (*c*) gold-colored; (*d*) flooded.

..... 6. When the *tocsin* sounded, the inhabitants of the city scurried to shelter.
(*a*) thunder; (*b*) cannon; (*c*) siren; (*d*) warning signal.

..... 7. From the top of the hill the *sinuous* river resembled a snake.
(*a*) winding; (*b*) narrow; (*c*) silver; (*d*) long.

..... 8. *Ominous* clouds appeared in the sky.
(*a*) multi-colored; (*b*) lovely, beautiful; (*c*) fleecy; (*d*) threatening.

..... 9. Herbs help make a stew *savory*.
(*a*) spicy, pungent; (*b*) tasty, appetizing; (*c*) tempting; (*d*) hot.

.....10. Ed's question brought a *laconic* answer from Mr. Dean.
(*a*) harsh; (*b*) long; (*c*) brief and to the point; (*d*) kind.

What Do You Think?

Questions About the Story

1. What does the author want to prove in this essay? Do you think that he offers enough evidence to make this theory valid? Can you think of any possible exceptions which you are still doubtful about?
2. The author states that killing without necessity is something unique to the human animal. At the end of the story he expresses regret that he must kill the rattlesnake, because he is killing something which is not going to kill him and is not needed for food, but which at the same time *must* be killed. How does he rationalize this act of killing?
3. Why doesn't the author feel that mankind's talk of "going back to the ways of the beasts" is really bad? We often hear someone referred to as a "beast." Would the author think it a greater insult to refer to the person as a "man"?
4. Does the author feel that animals are ever cruel? Can you think of any examples of animal cruelty? Can these examples be justified as necessary or do you think it is cruelty for its own sake?
5. What differences, if any, do you notice in the author's style from the beginning of the selection to the end? Do you think there is any difference in attitude when the author ceases being an "observer" of nature and becomes a "participant"?

Questions to Think About

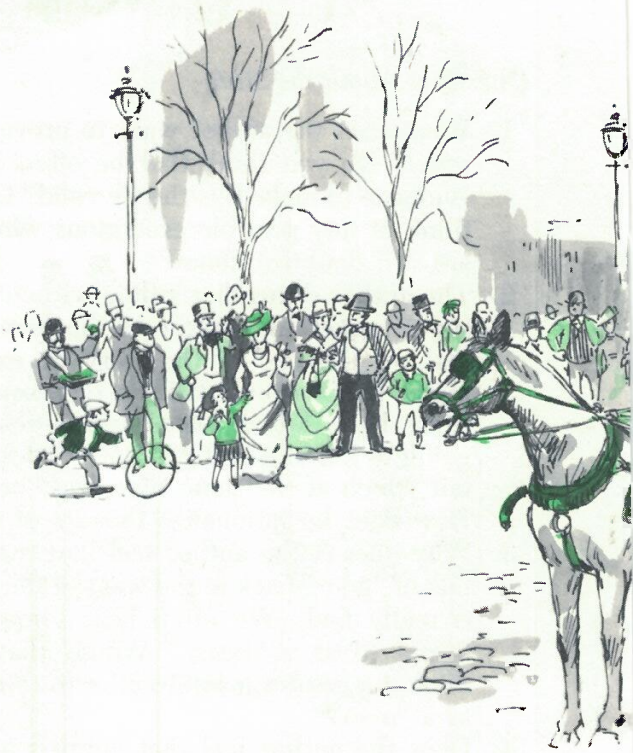
6. What is meant by the "balance of nature"? What are some of the ways in which man has disturbed this balance? Are we still disturbing it? In what ways? Has our disturbance of nature ever boomeranged and caused us distress or harm?
7. It is implied that war is unnatural, that is, contrary to nature's way. Yet, do not animals fight each other for mates, for their young, for their food? Is this the same as man's warfare? Why? Why not?
8. Certain types of men and women are often compared to birds or animals. In fact, some people are given unflattering nicknames such as "foxy," "piggy," or "mule-head." Do you think that this may often be an insult to the animal represented rather than the person being ridiculed? It is often said that people select pets that look like themselves, or act like themselves. For instance, spinsters prefer aloof, unfriendly cats; fat, cigar-smoking extroverts prefer bulldogs or boxers, etc. Do you think this is true? Can you think of examples?
9. We sometimes are enraged when someone's house cat kills a bird or someone's dog attacks a smaller dog who trespasses on his property. Do we have any right to feel this way? Are these animals responsible for what they are doing? Aren't they merely following nature's law?
10. Cruelty in any form is horrible to think about. When a tiger kills a deer or when a snake attacks a rabbit it is not a pleasant thing to watch. The victims of these attacks certainly suffer. Why then is bull-fighting or cock-fighting considered such a terrible thing? What about the experimentation on animals for research in our medical schools? Do you think this is necessary?

HAVE YOU SEEN THESE?

Carrighar, Sally.	*Wild Heritage*
Day, J. W.	*Poison on the Land*
Villers, A. J.	*Wild Ocean*

ESSAY 13

Now and Then at the Plaza



Some buildings seem to have personalities of their own. The Hotel Plaza in New York still stands indomitable, symbol of earlier days of grandeur and elegance.

NEW YORK was in its most magical autumnal mood on that first brisk day of October, 1907, a serene day in a serene world, when there burst upon the town a phenomenon of such grandeur, a cavalcade of such Edwardian elegance, it sent the press of the nation into journalistic frenzy and left an awestruck public agape with wonderment.

All the élite who made up the social oligarchy of the times were arriving for the gala opening of New York's newest and grandest hostelry, the long-heralded Plaza rising in French Renaissance splendor eighteen stories in the air, where East met West at Fifth Avenue and the southern gateway to Central Park.

They represented the wealth and fashion of the nation, the greatest social and industrial names in the country at the turn of the century. They came in a constant, day-long parade of smartcrested carriages with two properly impressive, properly liveried men on the box, or in the newfangled automobiles driven by haughty uniformed chauffeurs fully aware of the furore their arrival was creating.

At the Fifty-ninth Street entrance curb of the hotel, proud and correct in his spanking new uniform of broadcloth, with gold-lacetrimmed collar and cuffs displaying the gold and fawn colors of the Plaza, stood six-foot, handsome young Tom Clifford, the Plaza's first footman, on the alert to open the doors of each equipage as it drew up. His was the enviable task of helping the socially-great alight—the perfumed, wasp-waisted ladies in rustling taffetas and gleaming satins and huge hats laden down with foliage and inanimate feathered creatures, escorted by bewhiskered or mustachioed gentlemen wearing toppers and carrying the canes affected by the club fellows of the day. Tom Clifford was to perform this chore for the next forty-five years!

His sartorial elegance was eclipsed by the doorman standing at attention just inside the crystal and bronze revolving doors, to swing the arrivals into the great marble lobby. In court attire of black satin embellished with rows of yellow silk braid across the breast, satin breeches, long black silk stockings and snowy white gloves, the doorman was a resplendent picture eloquently expres-

From THE PLAZA: ITS LIFE AND TIMES by Eve Brown, copyright 1967 by Eve Brown. Reprinted by permission of Duell, Sloan and Pearce, affiliate of Meredith Press.

sive of the grandeur that was the Plaza. Even those guests accustomed to European formality gasped and admired; nothing like it had ever before been seen in an American hotel.

Across the street stood hundreds upon hundreds of eager, curious spectators, gazing and gaping at the spectacle of high society and high finance, the millionaires and the moguls of whom they had heard and read so much making their way into the grand new hotel. The crowds had forgathered early, some at 7 A.M., alerted by the clanging arrival of horse-drawn fire engines in a final test and fire drill of the hotel and its personnel before the opening.

Lining the curb, and backed up to the park, they stood and stared and murmured; an orderly crowd as crowds go, not for a moment attempting a better vantage point by crossing over to the hotel sidewalk. They were little trouble, very little trouble, to the corps of policemen on hand to maintain order, for they were a respectful, awed crowd, inspiring one foppish gentleman to comment: "They know their place."

It had been rumored that there would be a rush among those taking permanent apartments to be the first to register at the wondrous new hotel, and oh, the thrill of it when it turned out to be Mr. Alfred Gwynne Vanderbilt, the millionaire sportsman whose father, Cornelius Vanderbilt, was considered the richest man in America. It was just 9 A.M. when Tom Clifford opened the door of Mr. Vanderbilt's limousine, but Mrs. Vanderbilt was not with him at the time. . . .

She joined Mr. Vanderbilt later in the day at the Plaza, where the first line on the virgin register was inscribed "Mr. and Mrs. Vanderbilt and servant"—a now historic "first."

There is another day, fifty-seven years later, when the eyes of public and press the world over are again focused upon the Plaza.

It is February 7, 1964. The conservative, eminently correct hotel is once again surrounded by a crowd—but how different a crowd! This is a mob, a howling, seething mob, a milling mass of screaming teen-agers suffering from a virulent attack of Beatlemania.

The New York which once turned out to gaze upon the patricians and the socialites with eager, but controlled, curiosity, now roars an uncontrolled, ear-piercing welcome to four tousle-headed youths from Britain, tries to rush police

barricades, chants on cue for television viewers—an unbelievable pandemonium.

The first reaction to the news that the very correct Plaza, citadel of conservative elegance, would house the Beatles, of bedlam fame, was incredulity, disbelief.

How could the Plaza do this? was the question asked on all sides. The British press expressed particular surprise and mild consternation. The French press shrugged its editorial shoulders as if to say: "We know. We had it at the George V." The American press went into reportorial tailspins, overwhelmed the hotel switchboard with calls for details, confirmations, whens and wheres. Plaza guests shuddered at the appalling prospect of having the wild ones around—and management held its breath and kept its hotelian fingers crossed.

Dear, unsuspecting Plaza. Who was to know, when a dispatch came from London to reserve suites and bedrooms for a party of six businessmen, that these were the Beatles, their manager, and their press agent? They had insured their reservations by the simple expedient of using their own names. Fifteen rooms they needed, for six days—representing a neat piece of change even by Plaza standards—and the reservations clerk was happy to oblige. He, and many other employees, had never even heard of the Beatles. . . .

But the reservations had been confirmed, the hotel was committed, and there was nothing to do about it except cope with the situation as best it could.

And cope the admirable Plaza did. General Manager Alphonse Salomone immediately went into action as if he were planning a military campaign, designed to protect regular guests and property and maintain traditional Plaza service as much as possible. He mapped out a program of procedure incredible in that it succeeded even beyond his hopes. . . .

There is on file in the publicity department a photograph that has to be seen to be believed: an Assistant Manager escorting the Beatles to the elevator in the main lobby, with not another soul visible except an elderly lady in the foreground whose expression seems to indicate she couldn't care less.

All days off for the entire personnel were canceled for the duration of the "invasion," all departments were alerted—telephone operators, mail room, maid service, bellmen, elevator operators, restaurants, room service, etc.—to do their best beyond and above the call of duty in the face of possible confusion and harassments. Service, it must be admitted, moved slowly, but it moved, and while there were some complaints by guests, they were surprisingly few, all things considered.

The unsung heroines of "six days in February" were the telephone operators. Theirs was the titanic job of answering thousands of calls from every part of the country in addition to their regular routine—calls from teen-age fans, young editors of high school publications seeking interviews, promoters of every conceivable product seeking endorsements, would-be radio interviewers, reporters claiming to represent obscure publications never even heard of. . . .

The publicity staff's Rita Irwin, unable at one point to get through to the Beatles' manager Brian Epstein on a matter of press importance, abandoned phone call attempts and went up to the twelfth floor to try and locate him. Imagine her horror, on entering one of the bedrooms where a large group of newsmen was gathered, to see a photographer grinding away while instructing one of the Beatles on the fine points of jumping up and down on the bed—with his shoes on! The Beatle was obliging with vigor.

Shocked and horrified, she turned on the lensman with the full force of her Irish temper. "How dare you do this to the Plaza? Why are you manufacturing these sensational pictures? This boy is probably afraid not to go along with the press, and just look what he's doing to our beautiful satin covers. Nobody acts this way at the Plaza, nobody, not even the Beatles. Now you stop this nonsense this very minute. . . ."

To tell the truth, the Beatles were rather nice boys; when not on exhibition, surrounded by press and publicity and the necessity of putting on an act, they were exceedingly well behaved and well liked by the staff—by clerks, chambermaids, waiters, bellmen. Said one elderly little Scottish woman, a Plaza chambermaid for many years, "They're bonny lads, neat and clean, who don't leave things laying around," adding with a sniff, "like some other guests do."

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *The Plaza is in the style of*
(*a*) Italian Gothic; (*b*) French Renaissance; (*c*) English Tudor; (*d*) Greek classical.

_____ **2.** *The hotel is located at the southern gateway of*
(*a*) Central Park; (*b*) Washington Square; (*c*) the harbor; (*d*) Columbus Circle.

_____ **3.** *The official colors of the Plaza are*
(*a*) black and white; (*b*) green and gold; (*c*) blue and white; (*d*) gold and fawn.

_____ **4.** *The Plaza's first footman's name was*
(*a*) Tom Jones; (*b*) Ben Jonson; (*c*) Tom Clifford; (*d*) Holden Caulfield.

_____ **5.** *The first permanent resident was*
(*a*) John D. Rockefeller; (*b*) Alfred Gwynne Vanderbilt; (c) Andrew Carnegie; (*d*) Woodrow Wilson.

_____ **6.** *The Beatles originally registered at the hotel as*
(*a*) singers; (*b*) artists; (*c*) businessmen; (*d*) teachers.

_____ **7.** *In the first section of this article the author views the Plaza*
(*a*) nostalgically; (*b*) critically; (*c*) ironically; (*d*) happily.

_____ **8.** *The General Manager of the Plaza when the Beatles stayed there was*
(*a*) Alphonse Salomone; (*b*) James Porter; (*c*) Henry James; (*d*) Alphonse Capone.

_____ **9.** *One of the Plaza's staff members was irate because*
(*a*) the reporters flocked to the hotel; (*b*) teen-agers ran through the lobby; (*c*) one of the Beatles jumped up and down on the bed for photographers; (*d*) the Beatles were sloppy.

_____ **10.** *How does the author feel about the Plaza?*
(*a*) she is indifferent; (*b*) she is devoted to it; (*c*) she doesn't like it; (*d*) she is fond of it.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** It was a *serene* night as the boy walked by the ocean.
(*a*) warm; (*b*) cold; (*c*) beautiful; (*d*) calm.

_____ **2.** The *cavalcade* of actors arrived for the première.
(*a*) group; (*b*) procession; (*c*) trainload; (*d*) carful.

_____ **3.** The girl was *agape* at the beauty of the Grand Canyon.
(*a*) dizzy; (*b*) shocked; (*c*) in a state of wonder; (*d*) disappointed.

_____ **4.** Only the *élite* were permitted to join the club.
(*a*) choicest part of a group; (*b*) poor; (*c*) lowest social groups; (*d*) most notorious.

_____ **5.** Pierre *affected* a French accent.
(*a*) feigned; (*b*) used; (*c*) despised; (*d*) could not lose.

_____ **6.** The people in the social *oligarchy* of the times often went to Europe.
(*a*) ruling class; (*b*) clubs; (*c*) lowest social classes; (*d*) class structure.

_____ **7.** Modern youths are often *foppish* dressers.
(*a*) dignified; (*b*) careless; (*c*) conservative; (*d*) dandified.

_____ **8.** The *moguls* of the movie industry were at the screening.
(*a*) actors; (*b*) screen writers; (*c*) most powerful people; (*d*) directors.

_____ **9.** The *seething* mob of youth surged toward the police lines.
(*a*) cynical; (*b*) excited; (*c*) large; (*d*) small.

_____ **10.** The *sartorial* splendor of the man was noticed by everyone.
(*a*) educational; (*b*) social; (*c*) pertaining to clothes; (*d*) pertaining to athletic ability.

What Do You Think?

Questions About the Story

1. What style does the author use in the first few paragraphs of this story that gives excitement and interest to what you are about to read? Does she use a particular sentence structure? Unusual words? What is it exactly that creates a feeling of something important?
2. Why would the uniformed chauffeurs create a furore by arriving in automobiles?
3. What is meant by the gentleman's statement about the crowd—"They know their place"? What type of gentleman would he be to make such a statement? Do you think there are people today who would make such a statement about people below them on the social ladder?
4. What differences does the author note between the crowd who greeted the opening of the Plaza and the crowd who greeted the Beatles? Do you think this difference was due to the type of crowd? to the age in which we live? to the object of the crowd's attention?
5. What is the meaning of the phrase "the unsung heroines of 'six days in February' "? Do you think this is another "gimmick" of the author's to inject humor into the article?

Questions to Think About

6. In the relentless march of progress, New York City leads the way in its habit of building, tearing down, and building again still higher. In the case of hotels, what changes in transportation, social customs, or degrees of prosperity have contributed to the gradual neglect of fine hotels? What is replacing them?
7. In our zeal to build anew, make attractive, or keep up with modern conveniences and equipment, is there any likelihood that occasionally destruction of the old is simply for the sake of tearing down rather than to supply far better services? How can legitimate landmarks, historical buildings, and objects be retained, while at the same time due recognition is given to the demands of progress, such as developing thoroughfares and superior means of transportation? Are there any houses, commercial buildings, or other landmarks in your area or in some locality you know well which you feel should never be demolished? What standards do you feel should be applied to such decisions?
8. Obviously the same individual wealth does not exist today as it did at the turn of the century. What circumstances make this true? Do people just not spend as much or do they spend it in different ways? Why don't rich people have vast estates, lavish parties, and hundreds of servants to the same extent that they did in the late 1800's and early 1900's? Or do they?
9. Do you think crowds gather to watch the famous and the wealthy as much today as they did when the Plaza was opened? What is so fascinating about seeing a rich person? What differences in society and home living today make a public display of that type more unusual? Do you think movies, television, and other modes of entertainment have made us rather blasé about seeing the actual thing? Do you think this is a good thing?
10. In those days you could judge by a person's clothing, manner, speech, facial characteristics, and hands whether or not he belonged to the wealthy class. Is it as easy to tell today? Would there be as marked a difference between the people registering and the people watching if a new hotel should open today under similar circumstances? Why? Why not?

HAVE YOU SEEN THESE?

Lathrop, E. L.	*Early American Inns*
Maskell, H. P.	*The Taverns of Old England*
Van Orman, R. A.	*A Room for the Night*

ESSAY 14

Devils, Drugs, and Doctors

The early history of surgeons and medical doctors is strange and somewhat confusing, for the life of a medieval surgeon was often profitable but frequently dangerous.

DURING THE EARLY part of the Middle Ages there were no trained surgeons in Europe. The only men with any medical education were the Jews; they studied in Arabia. The Church forbade the employment of these men, although the officials of the Church did not hesitate to consult them in case of serious illness. At no time during the Middle Ages or even during the Renaissance did physicians undertake any surgical work. Toward the end of the Middle Ages men began to specialize in surgery, but performed no operations. They confined their work to dressing wounds. Surgical operations were performed only by barbers or by vagrant practitioners who wandered about the country or set up their booths at fairs. The surgery of the time was so crude and barbarous that Gregory of Tours, in the sixth century, advised that the people should emulate the saints and endure their pain with patience rather than to submit to operation.

Even as late as the eleventh century the armies had no surgeons. The Norwegian king, Magnus the Good, after his battles selected twelve of his soldiers with the softest hands to care for the wounded men. The armies of the ancient Greeks had surgeons; Xenophon in the fourth century before Christ had eight field surgeons for his "Ten Thousand." Sick and wounded men were sheltered in villages or cities and on the march were carried in the rear of the troops. They were cared for by women from the camp-followers—"from the baggage," as Xenophon says. In Europe in the fifteenth century the nobility took their own physicians to war with them. Standing armies did not then exist, and such surgeons, like Paré, as followed the army, retired to their civil practice after each campaign. For the most part the wounded common soldiers were left to the ministrations of their companions in arms.

It is difficult now to comprehend a time when wounded soldiers were killed if the army was forced to march, and prisoners of war were regularly tortured and massacred unless they were of sufficient importance to be ransomed. Yet such was the case in Europe even during the sixteenth century.

In those times it was not uncommon to recruit the captured physicians of the enemy. When the Spanish Armada was defeated, a Jewish physician named Roger Lopez was captured and Queen Elizabeth retained him for

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her personal physician. Subsequently he was convicted of conspiring against the life of the queen and was hanged in June, 1594.

Warfare offered the best training available for surgeons in the fifteenth, sixteenth, and seventeenth centuries. But most surgeons did not care for military life, and in the English army as late as the seventeenth century it was necessary to impress surgeons into service. The pay of the English army surgeons was good; a first-class surgeon in the fifteenth century received two hundred dollars a year and twelve cents a day for expenses. The wage for a laboring man at that time was about five dollars a year.

The attitude toward men practicing surgery in the Middle Ages and Renaissance was such that the surgeons were continually in jeopardy of life. In 580 Gutram, king of Burgundy, had two surgeons executed upon the tomb of his queen because she died of the plague after they had opened her plague sores. In 1337 a surgeon was thrown into the river Oder because he failed to cure John of Bohemia of blindness, and in 1464 the king of Hungary proclaimed that he would reward the surgeon who cured him of an arrow wound, but would put him to death if he failed. Even as late as the sixteenth century the surgeon might be similarly punished for errors or even unavoidable accidents. Pope John XII burned an unsuccessful surgeon of Florence; after the pope's death his friends flayed the surgeon who failed to keep him alive.

The relations of Dr. Radcliffe and Queen Anne illustrate the physicians' attitude of caution for fear of vengeance in case of failure to cure. Dr. Radcliffe was one of the most prominent English physicians in the seventeenth century and had been the physician of William and Mary. His manner was gruff and overbearing, and because of his frankness in telling Queen Anne that her illnesses were only "vapors" he was discharged from her service. When the queen was dying, Radcliffe was sent for "by order of council," but refused to attend her, giving as his excuse "that he had taken physic and could not come." His real reason, however, is expressed in a letter to one of his friends: "I know the nature of attending crowned heads, in their last moments, too well to be fond of waiting upon them without being sent for by a proper authority. You have heard of pardons being signed for physicians, before a sovereign dies. . . . " Radcliffe, however, got into trouble for his caution. The people were convinced the queen would have lived if he had attended her; her death was blamed on Radcliffe and he was in danger of being mobbed. He retired to a village and died there three months after the queen; it is said that his fear of assassination hastened his death.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *When the Spanish Armada was defeated by the English*
(*a*) all Spanish surgeons were put to death; (*b*) Queen Elizabeth took one of the medical men and made him her personal physician; (*c*) a Spanish surgeon, Roger Lopez, was drawn and quartered; (*d*) many Spanish surgeons were put to hard labor.

..... 2. *During the period from the 15th to the 17th centuries*
(*a*) military leaders refused to permit surgeons to accompany the troops; (*b*) surgeons received their best training in warfare; (*c*) physicians and surgeons were commissioned as military officers; (*d*) dentists accompanied the armies into battle.

..... 3. *The life of surgeons was constantly in danger; those who treated rulers and popes*
(*a*) might be executed; (*b*) might be drowned; (*c*) might be burned; (*d*) were subject to any of the above.

DESIGN FOR GOOD READING

..... 4. *Medieval armies had no surgeons as late as the*
(*a*) 11th century; (*b*) 12th century; (*c*) 9th century; (*d*) 10th century.

..... 5. *Oftentimes in these early centuries*
(*a*) surgeons were put to death when captured; (*b*) captured surgeons were made to serve in the enemy's forces; (*c*) surgeons received unusual military honors for service in the army; (*d*) surgeons were returned to the enemy under flags of truce.

..... 6. *The author's attitude toward the early history of medicine and surgery is*
(*a*) matter-of-fact; (*b*) cold and disinterested; (*c*) realistic but concerned; (*d*) one of ridicule for the ignorance of medical people in ancient and medieval times.

..... 7. *During ancient Greek times sick and wounded men in the army were*
(*a*) looked after by women among the camp-followers; (*b*) cared for by men with the softest hands; (*c*) transported on carts in the very middle of the armed force; (*d*) left to die on the battlefield.

..... 8. *The pay of English army surgeons was*
(*a*) the same as that of common soldiers; (*b*) about the same as laborers earned; (*c*) so little that surgeons had to be impressed into service; (*d*) remarkably high.

..... 9. *By the end of the Middle Ages*
(*a*) medical men began to perform operations; (*b*) barbers were licensed by the Church to act as physicians; (*c*) men began to specialize in surgery; (*d*) none of the above happened.

.....10. *The author's main interest in this essay is to*
(*a*) show how bad medical treatment was in early times; (*b*) indicate the crudities of surgery and the dangers of being a surgeon in the past centuries; (*c*) trace the history of medicine; (*d*) compare primitive with modern surgery.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The guerrillas engaged in some *barbarous* practices.
(*a*) rash; (*b*) civilized; (*c*) cruel; (*d*) deceitful.

..... 2. The boy was advised to *emulate* his godfather.
(*a*) admire; (*b*) consider; (*c*) rival; (*d*) avoid.

..... 3. In the old days, sailors were often *impressed.*
(*a*) forced into service; (*b*) flogged; (*c*) enlisted; (*d*) commissioned.

..... 4. The bank failure put the man's savings in *jeopardy.*
(*a*) poor condition; (*b*) peril; (*c*) loss; (*d*) bankruptcy.

..... 5. The gangsters felt their lawyer was not worthy of *ransom.*
(*a*) consideration; (*b*) punishment; (*c*) payment for release; (*d*) captivity.

..... 6. Under the *ministrations* of the doctor the old man relaxed.
(*a*) care; (*b*) medicine; (*c*) massaging; (*d*) training.

..... 7. The businessman was accused of *conspiring* against his friend.
(*a*) plotting; (*b*) betting; (*c*) swearing; (*d*) acting.

..... 8. The thief was *flayed* for stealing.
(*a*) skinned alive; (*b*) tortured; (*c*) hanged; (*d*) flogged.

..... 9. The gypsy was said to be a *practitioner* of magic.
(*a*) criminal; (*b*) actor; (*c*) follower of his profession; (*d*) artisan.

.....10. To seek *vengeance* is to court disaster.
(*a*) legal action; (*b*) punishment for an injury; (*c*) a reward for services; (*d*) excessive payment.

What Do You Think?

Questions About the Story

1. Why do you suppose it was in the Middle Ages that the only men with any medical education were the Jews? What do you know of history that would account for this?
2. The story states that the armies of the Greeks had surgeons. If this were so then why did not later armies of other countries also have them? Do you suppose that the Greeks placed more value on the lives of their men than did the other countries?
3. The author states that warfare offered the best training available for surgeons in the fifteenth, sixteenth, and seventeenth centuries. Why do you suppose this was so? What kind of training could they get on the battlefield which they could not get in more desirable surroundings at home?
4. What conclusions can you draw from the fact that surgeons were often executed during the Middle Ages if their patients did not survive?
5. Is this essay in any way humorous? Did you learn anything you didn't know before about the history of medicine and surgery?

Questions to Think About

6. The author of this story stated that surgeons did not care for military life. Why should this be so?
7. We often overlook or do not consider certain details in reading the history of our civilization. Why did the people punish or kill doctors or surgeons who were unable to cure their patients? Do we sometimes blame the doctors today if a patient does not survive? Do we still have a tendency to attach something mystical and miraculous to the powers of a doctor? Where did this originate?
8. The horrors of war today are probably nothing as compared to the horrors of wars in which there were no doctors, no surgeons, no medical care whatsoever. We can hardly conceive of such a thing. The pain and suffering of these early soldiers must have been intolerable. In what ways has medical care of the serviceman improved today?
9. Today in the United States the central government is assuming more and more control over health measures, medical practices, drugs, etc. Is this wise or necessary? If you believe that doctors' fees are steadily increasing, do you feel that the increased cost is justified?
10. Primitive peoples still have medicine men whose arts border upon what you might term witchcraft or hypnotism. Do these medicine men ever effect a real cure? Why do many people still prefer them even when a modern doctor is available? Do any of the natural cures have any medical foundation?

HAVE YOU SEEN THESE?

Gardner, G. B.	*Witchcraft Today*
Gelfand, M.	*Witch Doctor*
Lys, C.	*A Treasury of Superstitions*

ESSAY 15

Red Dog Dingo

Australia is the home of many strange animals that would stop traffic in any country, but one of them—the dingo—could probably pass in front of us without being noticed.

ABOUT A HUNDRED MILES inland from the Pacific Ocean in northern New South Wales, Australia, a jagged spur of the 5,000-foot-high Great Dividing Range spreads into smaller ridges and foothills. Here, in a belt with an annual rainfall of fifty inches, are hundreds of square miles of virgin blue-gum forest mixed with many other kinds of trees and plants—the relics of the jungle that once covered most of eastern Australia.

On a recent morning in early spring, some 6,000 acres of this forest became the newly acquired territory of a two-year-old male dingo—a wild dog. He looks much like a northern or Asiatic wolf, to which he may be related. He stands two feet six inches high and weighs eighty pounds. His coat is red, shading to nearly black along the spine; his underbelly is lighter, and his bushy tail is white-tipped. His ears are short, permanently erect and broad at the roots. When he yawns he shows powerful jaws and large gleaming canine teeth.

At the moment when the birds are in their first full predawn chorus, the dingo stirs from his sleep between two granite slabs on top of a ridge. Six weeks earlier, he had come from farther back in the smoky-blue ranges and had staked out his claim, moving counterclockwise and following wherever possible the regular, well-worn tracks of wallabies, those smaller members of the kangaroo family, because he dislikes stepping on burrs. Patrolling at a gentle trot, running on his toes, in dog fashion he had planted his scent on tree trunks, rocks, shrubs and grass tufts. Like most animals, he has a sense of smell that is many times more acute than ours (he can smell the odor of meat through seven layers of thick paper). He learns more of *his* world by his nose than by his acute hearing or his less acute sight.

His nose had told him yesterday, for instance, that a mature male dingo had become his neighbor. He had sniffed the other's scent at the foot of a tall blue-gum tree. In self-assertion, the red dingo growled and scratched the ground with his strong paws. The new neighbor was on the left boundary of his territory, and last night under the cold moonlight the young dingo had pointed his nose skyward and howled (dingoes never bark). The other had replied with a series of long-drawn, eerie wails. The sound battle persisted for more than an hour. Then the red dingo retired to sleep.

The sun's rays are hitting the ridge when the red dingo gets to his feet. This is his favorite sleeping spot, the place where he is most com-

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fortable and feels most secure. Here dry leaves have gathered between a sundered basalt block on a sparsely timbered ridge, and he is sheltered from the winds. The wild dog stretches, arching the rough fur of his back.

The dingo moves down the gully to one of his drinking places. In his six weeks of possession he has come to know his domain intimately. He knows every wallaby pad, every gully of bush, every fallen tree, every trail of wombats, bandicoots and spiny anteaters, and every rabbit warren.

He is hungry after his sleep, and he begins to move in circles, hypersensitive nostrils evaluating every droplet of scent cast on the air by animals and birds. Running silently, muzzle close to the ground, he stiffens suddenly, and then sets off at a swift trot. Images of a buck rabbit that had passed this way only forty seconds earlier are registering in his brain. They are almost certainly compound images of odors from the rabbit's dew-wet fur, the male scenting or marking glands on his nose, and from his orifices. The dingo comes so swiftly and silently that the rabbit scarcely sees him. The rabbit crouches, eyes distended, and the great jaws snap its spine. The dingo slashes through the belly fur and buries his snout in the warm flesh. The dingo eats most of the rabbit and returns to his place between the two rocks to lick his paws and groom himself.

The origin of the dingoes is a puzzle that may never be solved. They have lived in Australia for a long time; a Dutch sea captain first saw their tracks on the eastern shores of the Gulf of Carpentaria in 1623. In Australia, that vast living natural-history museum of archaic forms of life, the dingoes are the only large placental animals. The aborigines probably brought them here; it's unlikely that they reached Australia on their own; if they had, then other large placentals would have reached Australia too. It used to be thought that the dingo was descended from the northern wolf, the ancestral type of our domestic dogs. But it is more probable that the dingo's prototype is extinct, and that the dingo represents a survival in an isolated environment.

One afternoon the dingo—curious by nature—moves down the foothills into open country where men have cleared the forests to graze cattle. Three miles along he comes upon a Hereford cow and her three-day-old calf feeding some distance from the rest of the herd. He has never seen cattle before, and he stops short. He stands, jaws agape, looking much like a friendly domestic dog. Then his hunting instinct takes over and he begins to circle the cow and her calf, moving quietly. The cow, alarmed, shepherds her calf behind her and turns so that she always faces the dingo. The dingo narrows the circle until he is only ten yards off. He stops, watching. Then he rushes swiftly to the cow's left, trying to outflank her and reach the calf. The cow lowers her horns and thrusts at him. He springs back. He makes a number of sallies, first to the right, then to the

left. He tries to catch her on the flanks, but the cow matches his movements. She stamps her feet and wheels, lowering her horns. Once, the dingo does get behind her and dashes in. She lashes out left and right. The dingo crouches and the hoofs fly over his head; instinctive behavior has saved him from a split skull. The dingo persists for some time but his tactics fail, so he lies down and rolls on his back like a playful pup. He crawls quietly on his belly. He is waiting for the calf to wander away so that he may leap at its throat. After a couple of hours he desists.

Dingoes kill many sheep and calves in Australia—particularly on the large ranches of the inland plains, where holdings are sometimes as large as United States counties or even the smaller states. In more closely settled areas, dingoes that were once widely dispersed are now confined mainly to hilly and forested regions.

Ranchers claim that dingoes slay about 2,000,000 sheep and 50,000 calves worth $7,000,000 each year. The figure is speculative and is possibly too high. But dingoes do take a big toll of Australia's 170,000,000 sheep—particularly in the large inland properties. Dingoes are serious pests in some areas where native game has diminished and only minor nuisances in others.

Every year Australian ranchers shoot, trap and poison about 50,000 dingoes, but this is probably countered by the dingoes' high fertility—a bitch has five to nine whelps. (A hazardous guess puts the dingo population at about 200,000.) The ranchers' long-range plan has been the building of 6,000 miles of six-foot-high fences in eastern Australia, to enclose about four fifths of the sheep country and confine dingoes to the more arid central regions, but the costly fences also enclose pockets of dingoes, such as those in the blue-gum forest inhabited by our red dingo.

One day the wind is blowing toward him as he trots toward the flat, and suddenly he sniffs a strange odor—that of man. He stops, pricked ears moving and black nose wriggling. Then he moves on again, cautiously, his red body merging with the shadows. He comes out of the trees and stops at the edge of the clearing. He looks toward the calf's carcass and his eyes catch the flash of a gleaming object. The rancher fires his rifle and the dingo feels a great blow across his back. He yelps in pain and springs into the trees. Bounding away and later slowing to a steady lope, he gains the eucalyptus-clad foothills and stops. His flanks are heaving and his lungs seem to be on fire. His back is burning and he licks the wound the bullet has made.

The red dingo is now an educated dingo—one that will forever know the distinctive odor of man and associate it with pain. Some Australian ranchers credit all dingoes with superhuman cunning, with being able to count to five, and with a sixth sense that makes them skirt well-hidden traps and pass up succulent-seeming pieces of poisoned mutton. This is, of course, not true. Young dingoes are easily destroyed, but not educated ones.

The drama in the blue-gum forest has begun, and many scenes will be played. The protagonists have been cast—a highly efficient hunting animal matched against man, the greatest of the predators. The drama has been played for generations in Australia, and it is likely to continue for a very long time.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *The dingo mainly uses his sense of*
(*a*) sight; (*b*) hearing; (*c*) smell; (*d*) touch.

_____ 2. *The favorite sleeping spot of the dingo in the story was*
(*a*) a stony ridge; (*b*) a sheltered valley; (*c*) a damp jungle; (*d*) a dark cave.

_____ 3. *The origin of dingoes is*
(*a*) not known; (*b*) scientific fact; (*c*) interesting history; (*d*) learned from the Dutch.

_____ 4. *In the skirmish between the cow and the dingo*

(*a*) the dingo was hurt; (*b*) the cow was killed; (*c*) the dingo carried away the calf; (*d*) the dingo lost.

_____ **5.** *Dingoes in a year slay sheep and calves worth*
(*a*) $1,000,000; (*b*) $7,000,000; (*c*) $10,000,000; (*d*) $2,500,000.

_____ **6.** *In Australia there are approximately*
(*a*) 6,000 dingoes; (*b*) 100,000 dingoes; (*c*) 200,000 dingoes; (*d*) 500,000 dingoes.

_____ **7.** *In settled areas dingoes are confined mainly to*
(*a*) valleys; (*b*) open fields; (*c*) game country; (*d*) hilly, forested regions.

_____ **8.** *Dingoes are*
(*a*) slow to learn; (*b*) act only from instinct; (*c*) easily deceived; (*d*) extremely cunning.

_____ **9.** *Australian ranchers are trying to*
(*a*) wipe out the dingoes completely; (*b*) tame the dingoes; (*c*) confine dingoes to arid regions; (*d*) find commercial use for dingoes.

_____ **10.** *The best main idea of this essay is*
(*a*) the dingo is a smart hunting animal; (*b*) the dingo is quite different from the tame dog; (*c*) the dingo is rapidly losing out in his struggle against man; (*d*) the dingo is a product of evolution.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The blacksmith *sundered* the chain in one movement.
(*a*) welded; (*b*) polished; (*c*) linked; (*d*) broke apart.

_____ **2.** No one was allowed to enter the professor's *sanctum.*
(*a*) office; (*b*) small study; (*c*) private, secluded place; (*d*) classroom.

_____ **3.** The saleslady was *hypersensitive* to any criticism.
(*a*) unconscious; (*b*) highly responsive or aware; (*c*) extremely angry; (*d*) overly self-conscious.

_____ **4.** The new member of the play cast is a *prototype* of the Hollywood actress.
(*a*) typical example; (*b*) exact opposite; (*c*) poor imitation; (*d*) good selection.

_____ **5.** Little is known about the *aborigines* of some Pacific islands.
(*a*) animals; (*b*) original inhabitants; (*c*) tribal customs; (*d*) trees and flowers.

_____ **6.** Hawaii grows many *succulent* fruits.
(*a*) plentiful; (*b*) delicious; (*c*) juicy; (*d*) sweet.

_____ **7.** The rancher tries to save his herd from all *predators.*
(*a*) rustlers; (*b*) diseases; (*c*) those who poison; (*d*) those who prey upon others.

_____ **8.** The *protagonists* fought bitterly to the end.
(*a*) leading opponents; (*b*) tribesmen; (*c*) gunners; (*d*) important officers.

_____ **9.** We had difficulty in reading the *archaic* language.
(*a*) confusing; (*b*) very old; (*c*) foreign; (*d*) learned.

_____ **10.** The *self-assertion* of the new employee angered his fellow workers.
(*a*) acting in a selfish way; (*b*) refusing to cooperate; (*c*) claiming one's rights and superiority; (*d*) bossing of others.

What Do You Think?

Questions About the Story

1. How has the author written this article to make it interesting as well as informative? Do you think this is effective or would you prefer a different approach?
2. What facts do you learn in this article about the size of Australia which perhaps you did not know before? How do the sizes of the ranches mentioned here compare with the ranches of our western states?
3. In reading an article of this type, we often pick up facts about things other than the central subject of the story. The main subject of this story, of course, is the red dog dingo; however, what could you assume about Australia's major exports from reading the article? The country's terrain? The type of jobs available?
4. What is meant in the story by the phrase "virgin blue-gum forest"?
5. What useful purpose does the red dingo serve? Why are they not entirely exterminated? What attitude do you think the author has about the preservation of the red dingo, if any?

Questions to Think About

6. Most readers never tire of the stories of unusual or strange wild animals. Can you think of any other wild animals the origin of which seems quite uncertain? Australia seems to be a mecca for unusual animals not found in other countries of the world. What are some of these?
7. Where did our domesticated dogs come from? cats? Do you think the red dingo would make a safe pet? What is the difference exactly between a domesticated animal and a wild one? Why is it difficult to domesticate a wild animal even if you raise it from infancy? Could most dogs and cats that are pets make their own way in the wilds? Are there particular breeds which you think could not? Which ones?
8. Working dogs are used nearly all over the world for a variety of tasks. How are dogs used to assist man in Alaska, in Scotland, in the American west? What services can the dog perform for the handicapped, for soldiers in battle?
9. Australian sheepmen are understandably eager to eliminate wild dogs completely. Would this be advisable? What other wild animals are very harmful to man's livestock or crops? Do you think that all animals which serve no recognizable purpose for man's endeavors should be destroyed?
10. Some of man's industries become obsolete with the creation of new, artificial materials. Do you think that there will ever come a time when the wool from sheep is not a necessary commodity? Do you think the furriers have been severely hurt by the development of synthetic furs? What about the development of artificial leather for the shoe business?

HAVE YOU SEEN THESE?

Beatty, Bill.	*Unique to Australia*
Grzimek, Bernhard.	*Four-Legged Australians*
Ryhiner, Peter.	*The Wildest Game*

ESSAY 16

The Rule of the Majority

Majority rule is not perfect, but it is the most practical way of deciding things that men have been able to discover.

WHAT KIND of rule would we have if we did not have majority rule?

Supreme power in a state may be in the hands of one man or more than one man. If you have one-man rule, you have no problem of deciding whose policy shall be carried out. You do have a problem where more than one man has a voice and there are differences of opinion. Then you have two alternatives: unanimous agreement or majority rule.

Now, we all know how difficult it is to obtain unanimity of opinion in any group of free and outspoken individuals. Such a requirement is impracticable in a political community. Furthermore, it places a veto power in the hands of a minority, even in one vote. Look how crucial decisions in the United Nations Security Council are held up by the requirement that all five permanent members must agree on matters of policy.

So you see that majority rule is a practical method of deciding things. Call it counting noses, if you like. It is used in various forms of government, in aristocracies and oligarchies as well as in democracies. Whether power resides in an elite or in the whole people, we need a show of hands among those who have a voice in order to decide which leaders and policies shall govern the community.

Political philosophers down through the ages have worried about the problem of the tyranny of the majority. John C. Calhoun, the great statesman of the pre-Civil War South, thought you could have responsible constitutional government without forcing minorities to submit to the will of the majority. He advocated giving minorities the veto power over majority decisions which affect their vital interests. Some opponents of integrated schooling in the present-day South propose basically similar devices. The trouble with this remedy, of course, is that it makes government ineffective on all crucial issues, and gives a minority the supreme power of nullification of the majority will.

The English political philosopher John Stuart Mill proposed another remedy, which has become part of electoral procedure in many countries: proportional representation. Mill pointed out that it was possible for a minority to attain a sizable vote and yet be without any representation in the national lawmaking body. One party may be in

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the minority in each political unit and yet have thirty or forty per cent of the nation's total vote. Mill felt that "minority representation" should accompany majority rule, that the minority should have a voice, though not the supreme power. He also suggested a system of "plural voting" which would grant more votes to the more highly educated or intelligent persons.

There is no doubt that proportional representation gives a more just representation to various political convictions. But it has tended to make governments unstable, with no single party able to attain a majority. Proportional representation helped to cause the recent constitutional crisis in France.

I think we all agree that the majority should be prevented from taking away certain human rights. Nor should the majority be allowed to impose its religious beliefs, political convictions, or mode of life on minorities. Mill recognized that tyranny is exercised not only by government officials but also by public opinion, social custom, and "the neighbors." In the following eloquent passage, he sounded off against the creeping conformity of his own day:

> There needs protection also against the tyranny of prevailing opinion and feeling; against the tendency of society to impose, by other means than civil penalties, its own ideas and practices as rules of conduct on those who dissent from them. . . . There is a limit to the legitimate interference of collective opinion with individual independence; and to find that limit, and maintain it against encroachment, is as indispensable to a good condition of human affairs, as protection against political despotism.

A hundred years later, Mill's words apply with even greater force; for the dangers to freedom which he had in mind have become increasingly serious since his time. TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *In the case of one-man rule, we have* (*a*) a practical philosophy; (*b*) no problem in deciding whose policy to carry out; (*c*) no policy to carry out; (*d*) minority rule.

_____ 2. *In a group of free and outspoken individuals, it is difficult to obtain*

(*a*) unanimity of opinion; (*b*) a majority opinion; (*c*) veto power; (*d*) constitutional government.

_____ **3.** *In deciding matters, majority rule is*
(*a*) an impractical method; (*b*) a practical method; (*c*) usually wrong; (*d*) impossible.

_____ **4.** *Political philosophers have for a long time worried about*
(*a*) integrated schooling; (*b*) the constitution of oligarchies; (*c*) electoral procedure; (*d*) the tyranny of the majority.

_____ **5.** *Mill suggested giving more votes to*
(*a*) the wealthy class; (*b*) the poor class; (*c*) the educated class; (*d*) no single group.

_____ **6.** *Public opinion and social custom can also exercise*
(*a*) tyranny; (*b*) the right to vote; (*c*) proportional representation; (*d*) veto power.

_____ **7.** *Mill warned against*
(*a*) conventions; (*b*) congresses; (*c*) constitutions; (*d*) conformity.

_____ **8.** *Besides being used in democracies, majority rule is also used in*
(*a*) oligarchies; (*b*) anarchies; (*c*) matriarchies; (*d*) monarchies.

_____ **9.** *The author's opinion about the rule of the majority is that it is*
(*a*) unstable; (*b*) dangerous; (*c*) practical; (*d*) outdated.

_____ **10.** *The main idea of the passage is that*
(*a*) political philosophers can solve most governmental problems; (*b*) one-man rule is superior to majority rule; (*c*) minority representation has no value in making decisions; (*d*) majority rule is a practical method of government.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The vote on the bill was *unanimous.*
(*a*) incompetent; (*b*) lacking a quorum; (*c*) in agreement by all concerned; (*d*) secret.

_____ **2.** *Veto* power of the President is described in the Constitution.
(*a*) dealing with ex-soldiers; (*b*) negating, disapproval; (*c*) complete or absolute; (*d*) licensing of veterinary surgeons.

_____ **3.** *Philosophers* have figured prominently in the events of human history.
(*a*) magic potions; (*b*) producers of many offspring; (*c*) stamp collectors; (*d*) calm, reasonable men, who love wisdom.

_____ **4.** All Americans have certain *constitutional* rights.
(*a*) pertaining to fundamental laws of country; (*b*) God-given; (*c*) laws governing vessels at sea; (*d*) guarantees of complete freedom.

_____ **5.** The lack of trained psychologists is *crucial.*
(*a*) severe, decisive; (*b*) heretical, sacrilegious; (*c*) superficial; (*d*) destructive.

_____ **6.** *Nullification* of the bill took several years.
(a) effectiveness; (*b*) expansion; (*c*) negation, elimination; (*d*) laws passed at state or municipal level.

_____ **7.** *Unstable* persons frequently require professional help.
(*a*) anti-social; (*b*) inconstant, lacking firmness; (*c*) deprived; (*d*) adjudged legally insane.

_____ **8.** The rights of *minorities* must be protected.
(*a*) foreigners; (*b*) members of little-known leagues; (*c*) the comparatively smaller groups; (*d*) all races and religions.

_____ **9.** Some state laws are an *encroachment* on federal statutes.
(*a*) obstruction; (*b*) intrusion upon rights or property of another; (*c*) endorsement; (*d*) improvement.

_____ **10.** The speaker said there is no *alternative* but war.
(*a*) choice; (*b*) necessity; (*c*) paid substitute; (*d*) opposition.

What Do You Think?

Questions About the Story

1. Do you think that this article was easy to understand? Could it have been presented in a more interesting way? Do you think that what the author has to say could have been said in fewer words or do you think he tries to explain too much too briefly?
2. What is meant by the phrase "tyranny of the majority"?
3. Can you explain "proportional representation" in your own words?
4. Mill says that tyranny is exercised not only by government officials but also by public opinion, social custom, and "the neighbors." What does he mean by "the neighbors"?
5. This article requires more thought and consideration than most of the other essays in this book. Do you think it is because philosophy of any kind is difficult to put in simple words?

Questions to Think About

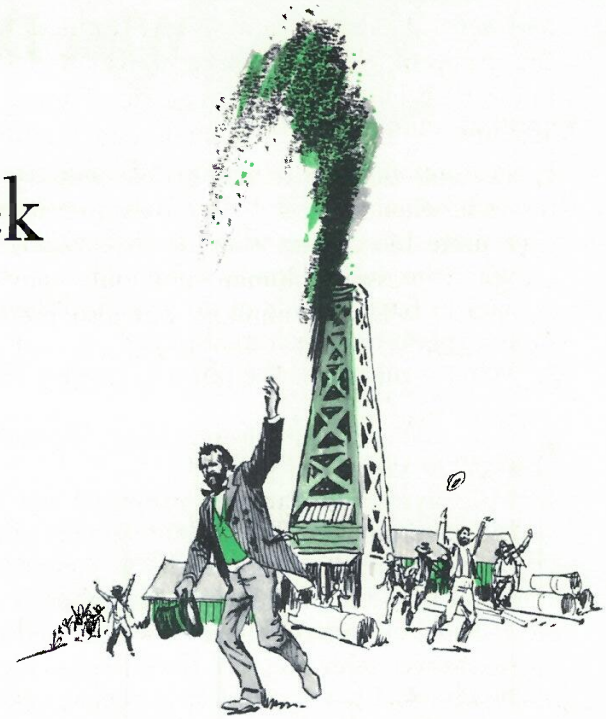
6. Have you ever given much thought to the responsibilities and duties of a voter? Do you think that a person is exercising his duties as a citizen if he doesn't vote, because he doesn't like either candidate? Is a citizen doing all he can and should do simply by casting his ballot at election time?
7. What is paramount when the nation's acts are to be decided upon by the representatives of the majority of the voters? How often do you think these representatives should consult with the people who voted for them? Should the representatives be trained in any special way before they take office or become candidates?
8. How do the people really know when they are being well represented? Do the polls on various issues give us the right answers? What can the minority do if it feels it is being misrepresented? Do you think that the representatives of the people *always* vote on the issues as the majority of their voters would wish them to?
9. Do you think that the requirement that all five permament members of the United Nations Security Council must agree on matters of policy is a good thing? What are the advantages? the disadvantages? Do you think that any of the governments have misused their veto powers?
10. What relationship does our jury system have to majority-minority powers? Is it ever necessary for the jury to come up with a unanimous agreement? Do you think that it is ever difficult for a jury to come to a decision when the facts in the case seem to be clear-cut? Could our jury system be improved upon?

HAVE YOU SEEN THESE?

Lasker, Bruno.	*Democracy Through Discussion*
Smith, Bernard.	*The Democratic Spirit*
Whitman, Walt.	*Democratic Vistas*

ESSAY 17

Bonanza on Oil Creek



The uses of petroleum products today are so many as to be commonplace. Only a hundred years ago, however, the first oil well was brought in.

A CANDLE BURNING in a cottage, the sound of horses' hoofs on a dirt road, the muffled thump of the water wheel at the mill—these three things represented light, transportation, and power in America a century ago.

On a cold, snowy night in December, 1857, a tall, well-dressed, dark-bearded man alighted from a stagecoach that had just completed its two-day journey from Erie to Titusville, Pennsylvania. He was Edwin L. Drake, who was destined to make a discovery that would change the whole course of life for people everywhere. A group of New Haven, Connecticut, capitalists had sent him here to find oil in commercial quantities.

Titusville, in 1857, was a small lumber village. The cut lumber was rafted down to Pittsburgh. At the Brewer & Watson Lumber Mill there were oil springs known to the villagers and to the Indians before them; the Indians used to skim off the oil or soak it up with blankets and use it as medicine.

As early as 1750 a French officer described oil in the region. "When descending the Allegheny," he wrote, "15 leagues below the mouth of the Conewango, we were invited by the Chief of the Senecas to attend a religious meeting of his tribe. We drew up our canoes and marched up the stream where a band of Indians had arrived some days before. Gigantic hills begirded us on every side. The scene was really sublime. The great Chief then recited the conquests and heroism of their ancestors. The surface of the stream was covered with a thick scum which, upon applying a torch at a given signal, burst into a great conflagration. At the sight of the flames the Indians gave forth a triumphant sound that made the hills and valley re-echo. Here then was revived the ancient fire worship of the East. Here then were the 'Children of the Sun.'"

This, probably, was the site of the oil springs at the Brewer & Watson Mills less than half a mile from Titusville on Oil Creek. In any event, a bottle of crude petroleum from one of the springs had been taken by Dr. Francis B. Brewer back to his alma mater, Dartmouth College. In 1853 George H. Bissell, a returning alumnus, saw this bottle in the chemistry-department office of a Professor Crosby. Bissell became interested, especially when Professor Crosby told him that if petroleum could be found in commercial quantities it would produce a cheap illuminant. Four years were to elapse

Adapted from "Bonanza on Oil Creek" by Charles B. Stegner from THE ROTARIAN, March 1959. Reprinted by permission of the publishers.

and several oil companies were formed before the group of New Haven capitalists and Bissell induced Edwin Drake to go to Titusville to attempt to find "oil in commercial quantities."

An opinion from Benjamin Silliman, Jr., professor of chemistry at Yale University, had further fired the imagination of the New Haven group. Professor Silliman not only saw oil's value as a cheap illuminant, but also predicted that practically all the contents of a barrel of oil could be used for commercial purposes.

Drake had no experience as a well driller. Born in 1819 in Greenville, New York, and reared on a farm in Castleton, Vermont, of good family, he had been a Jack-of-all-trades. His last job, from which he had resigned because of ill health, was with the New York & New Haven Railroad as a conductor. He was persuaded to invest $200 in the project. Undoubtedly he was sent to Titusville because he alone of the group had a railroad pass.

Drake met with frustration after frustration. He first began to dig for oil, but the hole filled with water. He then decided to drill. The first driller he engaged, however, thought he was too visionary and never showed up. The villagers thought his idea of drilling for oil was crazy. His New Haven backers failed to send him enough money. But with a borrowed $500 and the services of another salt-well driller from the near-by town of Tarentum, Drake renewed work in the Spring of 1859. Drilling tools were hammered out on the spot by a local blacksmith. The drilling had scarcely started when the well began to cave in, and then it was that Drake conceived an idea which, if he had patented it, would have made him a wealthy man. He sent to Erie for some wrought-iron pipe, and drilling was resumed.

On Saturday, August 27, 1859, Smith, the salt-well driller, and his sons knocked off for the day. Sunday morning Smith happened to go to the well, looked in, and saw a dark green fluid almost to the top of the pipe. He lowered a piece of spouting into the well and pulled it up and lo, it was oil!

Within a few years more than 10,000 wells were drilled along Oil Creek and over 110 million dollars' worth of oil was sold. For a number of years the Oil Creek area was not only the original but the only producing oil field.

The discovery of oil in commercial quantities came at just the right time. Chemists had long been at work on the problem of supplying the world with a cheap, safe, and efficient illuminant. The internal-combustion engine had just been invented. The industrial era was just beginning. Light, power, and lubrication were needed. Oil was the answer. Nothing taken from the earth has changed human life so quickly and so extensively as has petroleum. Our whole industrial system owes its existence to a film of oil. Oil powers our automobiles, our ships, our railroads, our airplanes. Oil has given us mass production in place of piecework. It has given us paints, plastics and perfumes, soap and solvents. Indeed, today a man can be clothed from head to foot from the products of a barrel of oil, and industry now produces more than 2,300 items from crude petroleum.

TIME .....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Drake was troubled in his early efforts to find petroleum by*

(*a*) insufficient funds; (*b*) unusually bad weather conditions; (*c*) legal difficulties presented by railroad lawyers; (*d*) enthusiastic well-wishers.

..... 2. *Until recent times*

(*a*) nothing taken from the earth changed human life so quickly as has petroleum; (*b*) petroleum was used mostly for illumination; (*c*) the by-products of oil were more significant than its use as fuel; (*d*) Titusville was the chief oil production center.

3. *Smith's first hint of success came when he*
(*a*) discovered traces of shale rock; (*b*) struck a vein of coal; (*c*) noticed oil at the top of the well-driller's pipe; (*d*) pumped salt water from the spouting in the well.

4. *Edwin L. Drake found "oil in commercial quantities" at Titusville, Pennsylvania,*
(*a*) before 1857; (*b*) in 1858; (*c*) in 1859; (*d*) after 1860.

5. *Titusville in 1857 was prosperous as a*
(*a*) river port; (*b*) lumber village; (*c*) coal town; (*d*) railroad division point.

6. *Edwin L. Drake probably was chosen to investigate the petroleum situation because*
(*a*) he was an experienced well driller; (*b*) he had the most money to invest; (*c*) as a former railroad employee he had a free pass; (*d*) he knew the area intimately.

7. *Drilling tools were procured*
(*a*) by shipment on the railroad from Erie; (*b*) by riverboat from Schenectady; (*c*) by having the local blacksmith make them; (*d*) from local well drillers.

8. *At present, industry produces from crude petroleum more than*
(*a*) half the wealth of the United States; (*b*) half the items people live on; (*c*) 1,000 items for daily living; (*d*) 2,300 items for human use.

9. *Oil in the regions of Pennsylvania was given publicity in the early days by*
(*a*) a French officer; (*b*) Indian guides; (*c*) a New York newspaper story; (*d*) Ben Franklin.

10. *The author's principal purpose in this essay is*
(*a*) to show the difficulties of petroleum production; (*b*) to trace the early development of commercial crude-oil production; (*c*) to explain the need for cheap illuminants; (*d*) none of the above.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

1. The shipment was *rafted* down the river to Salem.
(*a*) floated on pieces of wood lashed together; (*b*) transported overland; (*c*) carried by barges; (*d*) shipped.

2. The house was *begirded* by hills.
(*a*) dampened; (*b*) encompassed; (*c*) free from the shadows of; (*d*) made radiant.

3. When the shepherd looked down the valley, he was startled to see a *conflagration.*
(*a*) throng of people; (*b*) tremendous thunderstorm; (*c*) raging, destructive fire; (*d*) torrent of water.

4. Ancient peoples were always on the lookout for a good *illuminant.*
(*a*) fuel supply; (*b*) source of light; (*c*) compass; (*d*) source of water.

5. In his struggles, the young man met with frequent *frustrations.*
(a) disappointments; (*b*) serious accidents; (*c*) enjoyable circumstances; (*d*) encouragements.

6. Jefferson was called a *visionary.*
(*a*) practical person; (*b*) schemer; (*c*) dreamer; (*d*) absent-minded person.

7. The builder needed a piece of *spouting* to complete the exterior of the house.
(*a*) hardwood; (*b*) pipe; (*c*) iron; (*d*) glass.

8. The machinery needed *lubrication.*
(*a*) attention; (*b*) oil; (*c*) repair; (*d*) replacements.

9. The Dark Ages was an *era* noted for its lack of learning.
(*a*) time of year; (*b*) institution; (*c*) period of time; (*d*) season.

10. The man returned to his *alma mater.*
(*a*) birthplace; (*b*) family residence; (*c*) college; (*d*) capital city.

What Do You Think?

Questions About the Story

1. The stories of gold discoveries are sometimes almost topped in excitement by the discovery of oil wells. We are accustomed to hear about the fantastic wealth of the oil wells in Texas or the billions of gallons that are pumped out of the Near East. What new light does this article cast upon the early use of petroleum and the area in which it was first exploited?
2. Did the story give any indication that the Senecas used oil for heat, cooking, or light? From where did the Indians of the eighteenth century get fire? When the Senecas discovered the oil in their area, why didn't they develop an oil industry?
3. Why did it take so long for the development of oil wells from the time of its first discovery in 1853 until 1859? What other inventions or discoveries do you know of that may have lain on the shelf for several years before anything concrete was done about them?
4. Edwin Drake really had no qualifications for looking for oil and he certainly was not a wealthy man. Why do you suppose the New Haven capitalists trusted him with such a mission in the first place?
5. Did you notice the lapses in time as you read this story? What does this tell you about the problems Drake had in the Oil Creek area? How much time would a similar project take today?

Questions to Think About

6. We take so much for granted today—electricity, gas, oil, even atomic energy, yet these things have been tools of man for a mere second in time when one considers the length of time man has been on this earth. Why do you suppose it took man so long to discover and use these natural resources? Why do you suppose everything seemed to happen at once?
7. Is there much difference between crude petroleum as it is taken from the earth and the oil which finally finds its way into your automobile or stove? What do you know about the processes of an oil refinery?
8. Does the existence of oil have any effect on world affairs and the course of history? How so? Is there danger of an oil shortage in the world? Why is oil so important to warring nations? Does the interest of Russia and the United States in the Near East have anything to do with oil? Don't both countries have enough of their own?
9. What regions of the earth still remain virtually unknown and unexplored or tested for mineral and other wealth? Are not these *new frontiers* beyond the borders of the United States? Do you think the Arctic or Antarctic is likely to yield new resources? What would be some of the problems of getting at them if they did?
10. It has been said that many discoveries and developments would never have been made if it had not been for man's great craving for money and power. The millionaires of this country were most certainly made by their shrewdness in exploiting the needs and demands of the public for these "industrial wonders." Do you think these millionaires were morally right in taking advantage of the "public need"? What great fortunes exist today which are probably tarnished by early manipulation of the "public need"?

HAVE YOU SEEN THESE?

Josephson, Matthew.	*The Robber Barons*
Tait, S. W.	*The Wildcatters*
Ward, Edward.	*Oil Is Where They Find It*

ESSAY 18

Air Pollution

Progress brings problems as well as benefits to mankind. Probably one of the worst products of our industrial civilization is air pollution.

THE DAY IS SUNNY with a light westerly breeze. Industrial smokestacks stand tall above the countryside, pointing dark fingers of smoke toward the great city to the east. Streams of automobiles, trucks and buses flow toward the city, sunlight glittering on their chrome.

The city itself looks mysterious in the distance—tall buildings seeming a little ghostly in a haze that tints everything a faint copper color.

This is a picture of any of America's great cities at work; drawing people and goods and commerce to its center; sending forth the products of its industry, the genius of its people.

Often it is also a picture of a city drowning in its own smoke and fumes—a picture of air pollution. Every year we pour 135 million tons of pollutants into our atmosphere. It is an incredible amount, almost equal to the total tonnage of all the merchant ships and passenger lines that sail the seas.

Already the amount of pollutants in our air seems almost enough to bury us—and it is growing year by year. Many of our government leaders are worried by that growth. No one knows all the harm air pollution may be doing, but everyone knows it is growing faster than our efforts to combat it.

By Harold Schmeck from BOYS' LIFE, February 1967. Reprinted by permission of the author and BOYS' LIFE, published by the Boy Scouts of America.

Air pollution makes smog that can cut visibility so badly that it endangers airplanes and traffic on highways. Air pollution soils and corrodes. It damages skyscrapers and granite statues, steel suspension bridges, nylon hose, the metal gutters on the family house. It does hundreds of millions of dollars' damage to agricultural crops each year. It smells bad, it makes the eyes smart. Sometimes it can even kill.

Air pollution is not just smoke and soot. It is carbon dioxide and deadly carbon monoxide, both invisible. It is sulfur dioxide with the smell of rotten eggs, and nitrogen dioxide that stains the air brown when only a little of it is present. There is lead from gasoline additives, solid particles of many kinds, traces of a multitude of chemicals from industry.

Starting with the 1968 models, all new cars must be equipped to meet federal standards that will cut by more than half the amount of pollution that will come out of their exhaust pipes. But this will only answer the problem for a while. Before long, there will be so many cars that they will create a pollution problem even with the new standards.

"Just imagine the smog which would accumulate in the atmosphere if every one of the 800 million Chinese drove a gasoline-powered automobile," one expert on air pollution said recently.

No one expects China to build that many cars for a long, long time, but this is only one type of

pollution. It is true that most of the world's nations are trying to industrialize as fast as possible. The fires of all their industries are adding six billion tons of carbon dioxide to the world's atmosphere every year. In 35 years there will be 25 percent more carbon dioxide in the air than there is now.

This is not expected to poison anyone. It will still be only a very small portion of the atmosphere. But no one knows what it will do to our climate. More carbon dioxide would probably make the whole planet warmer if that were the only atmospheric change we were making. While we add carbon dioxide, however, we are also throwing into the air great clouds of other material. Some of this might simply reflect light from the sun and bounce that light back into space.

Since it is sunlight that warms the entire Earth, this might make the planet much cooler—uncomfortably cool for anything but polar bears and penguins. No one knows whether this is going to happen. No one knows what to do about it if it does occur.

There are other dangers that seem closer. Many of the experts believe air pollution may help bring on lung cancer and other deadly diseases of the lungs. It is possible that air pollution makes people more susceptible to flu and even to the common cold.

The worst dangers come suddenly, when the weather conspires with air pollution. The stage is often set by something that weathermen call a temperature inversion. A layer of warm air sits on top of cooler air and hinders the normal circulation. The effect is like putting a lid over a whole city.

Then the city may sit for several days at a time in a pool of stagnant air. Factories, automobiles and trucks, electric power plants and home furnaces all pour their smoke and fumes into this pool. If the conditions are ripe, the pool can become poisonous quickly.

This is exactly what happened once in New York City. Pollution over the nation's largest city gave public health officials a scare as smog reached a danger point. The emergency ended when a cool air mass washed away the corrosive pall.

But some real disasters have developed in this way. A pool of stagnant air over London in 1952 produced a "killer smog" in which deaths rose by more than 4,000 over the number that would normally have been expected. A few years earlier in Donora, Pa., half the city's population was affected and 20 died.

In episodes like this the very young and the very old are the hardest hit. At Donora half of all the residents over 65 were made ill. Most of those who died were elderly.

These are extreme cases. So far they have not happened often. But the conditions that lead to these air pollution "epidemics" are probably becoming more common as cities become bigger, denser and more pollution is allowed to grow and get worse.

This could happen, but it need not do so. Air pollution can be conquered, the experts say. There is no time to lose. The war against air pollution is expected to take years, a lot of money and a lot of effort. But the price may be greater in the long run, if we don't make the effort. If we do, our air, which is endangered today, can again become not only free but pure.

TIME_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *What color is the haze over a typical American city?*
(*a*) faint copper; (*b*) blue; (*c*) faint gray; (*d*) light orange.

_____ **2.** *The author says our cities are often*
(*a*) choking; (*b*) drowning; (*c*) suffocating; (*d*) smothering.

_____ **3.** *In the battle with pollution, we are*
(*a*) winning; (*b*) holding our own; (*c*) losing; (*d*) we don't know where we stand.

_____ **4.** *The harm pollution does to our agricultural crops each year is figured at*
(*a*) hundreds of millions; (*b*) a few million; (*c*) billions; (*d*) a few thousand.

_____ **5.** *Why will the exhaust from automobiles still be a major factor in pollution even when cars are equipped with exhaust controls?*
(*a*) the controls are totally inefficient; (*b*) they will not be on all new cars; (*c*) people will take them off as soon as they buy the cars; (*d*) there will be many more cars on the road.

_____ **6.** *What will continued pollution do to our climate?*
(*a*) make it colder; (*b*) nobody knows; (*c*) make it warmer; (*d*) cause no change.

_____ **7.** *One of the major causes of pollution in Asia is*
(*a*) population increase; (*b*) industrialization; (*c*) arctic air currents; (*d*) all of the above.

_____ **8.** *A "temperature inversion" is*
(*a*) cool air on top of warm; (*b*) two layers of warm air; (*c*) two layers of cool air; (*d*) warm air on top of cool air.

_____ **9.** *"Temperature inversion" was once especially deadly in*
(*a*) Paris; (*b*) Vienna; (*c*) London; (*d*) all of the above.

_____ **10.** *The author's attitude in this piece can best be described by the words*
(*a*) great panic; (*b*) much disinterest; (*c*) pessimistic concern; (*d*) optimistic concern.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The novel contained a confusing series of *episodes.*
(*a*) chapters; (*b*) witty remarks; (*c*) long tales; (*d*) incidents.

_____ **2.** The water in the bottom land was *stagnant.*
(*a*) clear; (*b*) murky; (*c*) foul; (*d*) muddy.

_____ **3.** The sun had a *corrosive* effect on the metal.
(*a*) warming; (*b*) destructive; (*c*) cheering; (*d*) cutting.

_____ **4.** We were surprised at his use of *inversion* in the structure of the sentence.
(*a*) cleverness; (*b*) gaudiness; (*c*) clarity; (*d*) unnatural order.

_____ **5.** Very often nature *conspires* with man to change the face of the earth.
(*a*) conflicts; (*b*) agrees; (*c*) contests; (*d*) acts indifferently.

_____ **6.** We laughed heartily at the *penguins.*
(*a*) birds; (*b*) clowns; (*c*) jokes; (*d*) trained animals.

_____ **7.** How many of these *additives* are necessary?
(*a*) parts of speech; (*b*) abstractions; (*c*) things to take out; (*d*) things to put in.

_____ **8.** The story was absolutely *incredible.*
(*a*) funny; (*b*) sad; (*c*) unbelievable; (*d*) horrible.

_____ **9.** The guide asked if the statue was made of *granite.*
(*a*) natural stone; (*b*) plaster; (*c*) brick; (*d*) limestone.

_____ **10.** He said the building contained too much *chrome* for his taste.
(*a*) open space; (*b*) polished copper; (*c*) polished steel; (*d*) nickle plate.

What Do You Think?

Questions About the Story

1. What methods does the author use to emphasize the amount of waste which is poured into the atmosphere every day? Is he effective?
2. We often read about air pollution and what it does to our health, but we seldom think about its effect on buildings, bridges, etc. How does this corrosive effect on buildings help to dramatize what this same pollution must be doing to our bodies?
3. Were there any air pollutants mentioned in this article of which you were unaware? Which ones?
4. The author mentions two possible weather changes resulting from air pollution. Do you think that he exaggerates? Do we have examples of weather changes now from air pollution or is his theory based on prediction?
5. Explain what atmospheric conditions must be present in order to put "a lid over the city."

Questions to Think About

6. It is generally agreed that pollution of our air and water will be one of the major problems of man in the years to come. Who is responsible to solve this problem? The federal government? The states? The United Nations? Each individual citizen?
7. Air pollution is a by-product of industrial society. Yet our industrial society is the source of our great wealth and our high standard of living. Why is it difficult to get some industries to do anything to help prevent air pollution? Should the taxpayer be penalized by footing the cost of preventing air pollution or should the industrial giants responsible for much of it be made to bear the full cost?
8. One might say that air pollution is one result of our so-called progress. Do you know of other examples where progress brings bad as well as good results? Why is conservation such an important issue today?
9. The world population today exceeds three billion and it is expected to double this number by the year 2000. Can we expect air pollution also to be double its present level? Could we survive if it were? In view of the very real threat, why is it so difficult to get laws passed to curb air pollution? What action would you take if you were in a position to pass laws? Who would pay for the programs you recommend?
10. Someone once said that the automobile has brought more problems to the world than it has good. Do you believe this? What would the arguments be, pro and con? Do you think that the automobile will ever be replaced? If so, by what?

HAVE YOU SEEN THESE?

Carson, Rachel.	*Silent Spring*
Goldman, M. I.	*Controlling Pollution*
Perry, John.	*Our Polluted World*

ESSAY 19

They Climb by Night

English university students have a long history of attempts to climb around their college buildings. Some of them have accomplished amazing feats of daring on the walls and roofs of these ancient academic structures.

IT WAS AT OXFORD that I began to understand why the British were the first to conquer Mt. Everest. In the company of three lithe and knowledgeable undergraduates I spent a Sunday morning wandering through the city's ancient streets and the college quads of stony lace. But we were not just sight-seeing; the three students were members of that secret band known as wall climbers, or night climbers, or "stegophilists"—from the Greek *stege,* meaning roof, and *philos,* crazy about.

In a dozen English schools and universities, hardy, anonymous athletes like these are training for the eventual conquest of Swiss or Himalayan peaks by pitting their muscles against the pinnacles and drainpipes of their college buildings. The fact that the authorities frown upon such sport, and expel anyone caught indulging in it, adds a delightful piquancy not found in the Alps themselves.

For a daylight demonstration, one of my guides chose a secluded four-foot-wide passageway between two high, brick walls—what in the mountains would be called a "chimney." Alternately pressing hands and sneaker-clad feet against the opposing walls, the young stegophilist swiftly braced his way up to a point some 20 feet above the ground and hung there for a moment, gaily astride a vacuum.

From the safety of the pavement, these acrobats then showed me the classic peaks and climbs of Oxford. We looked at those gravely elegant façades not as examples of Tudor, Renaissance, or baroque architecture but solely from the point of view of their climbability. We were fascinated by the anatomy of lowly drainpipes: the round ones offer an easy ascent—unless they come loose; the square ones, clamped close to the wall, leave no room for finger grips.

At the entry to one of the colleges we saw on the bulletin board an official notice warning undergraduates, on pain of expulsion, not to climb the Martyrs' Memorial. This forbidden peak is a slender, 73-foot monument to three 16th century victims of religious persecution. Some time before, a pair of undergraduates, roped together, had attempted to scale the Memorial, but a pinnacle broke under their weight. In spite of the notice, I was told, the climb has since been attempted twice—once successfully by three stegophilists who had for

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midnight witness a tolerant and amused policeman.

Oxford's Matterhorn is the 200-foot reading room known as the Radcliffe Camera. Though provided with such handholds as decorative urns and bull's-eyes, it has a crucial point: the circular overhang which runs along round the building where the rim of the dome pushes down like a hat upon the walls. This rim can best be negotiated by two climbers. As they approach the overhang, the first one becomes a human ladder for the second, who crawls over him and, from safety atop the ledge, hauls number one after him.

The Radcliffe Camera was reputedly first climbed a generation ago by a man who later became a respected university official. When he was elevated to a disciplinary post, his knowledge of the Camera's crests and ridges gave rise to a legend which he is the first to deny. On his way home late one night he is supposed to have seen, halfway up the face of the Camera, two furtive climbers. Going to the other side of the building he started up himself, reached the top before the climbers and there greeted them with, "Gentlemen, may I have your names?"

As we were examining this manmade mountain, I saw something fluttering in the breeze from the Camera's topmost spike. It was a black bow tie, I was told, that a loyal mountaineer had affixed as a token of respect on the occasion of the funeral of King George VI.

If the Camera is Oxford's Matterhorn, its Mt. Everest is the soaring stately Tom Tower, which surmounts the Great Gate to Christ Church.

Unlike Everest, however, Tom Tower has never been conquered. What stops everyone is a smooth belt of stone broken only by the face of the great clock. How to climb the clock?

The theoretical answer is that the climber must get up to the clock by 25 minutes before the hour. He must then reach up and grasp the huge minute hand, which will in a quarter of an hour carry him to the point, ten minutes before the hour, where, by chinning himself, he can get a handhold that should open the way to the summit. This probably requires dangling for longer than is humanly possible.

A natural-born mountain climber, if deprived of mountains, will climb any substitute in order to strengthen his muscles and steel his nerves. Leigh-Mallory, who was lost on what may have been the first ascent of Mt. Everest in 1924, practiced as a boy on ruins opposite his school.

While night climbing at both Oxford and Cambridge is taken seriously, every year a number of climbs have a gay, prankish quality. On the so-called "Wedding Cake" Tower of St. John's College, Oxford, there are clock faces, but no hands or clockworks. One enterprising night climber painted the time of his choice on a face. Next morning one of the dons, noting that the clock was slow, asked to have it repaired. A traveling clockman was hired for the job. Actually he was the student in disguise. On his second, more official ascent, he merely painted in a later hour.

On a foggy November night in 1949 three medical students assaulted the central tower of the House of Commons. While one stayed behind as lookout, the other two, roped together in mountaineering style, went slowly up over difficult slopes and ledges to the topmost pinnacle, upon which they placed a policeman's helmet.

Next day newspaper headlines brought hundreds to view the helmet and applaud the feat. The helmet was not removed until Britain's expert steeplejack, Sidney Larkins, had gone up after it, at a cost to the taxpayers of £50. Larkins and four assistants spent almost five hours on the job. "I took off the helmet all right," said Larkins, "but I take off my hat to the bloke who put it on."

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *Men climb buildings*
(*a*) to keep fit; (*b*) for fame; (*c*) for sport; (*d*) for publicity.

..... **2.** *Radcliffe Camera is a*
(*a*) high-speed lens; (*b*) reading room; (*c*) lookout tower; (*d*) college newspaper.

..... **3.** *A "chimney" is a*
(*a*) brick tower; (*b*) projection on a roof; (*c*) passageway between two blank walls; (*d*) high mountain peak.

..... **4.** *Some architectural features do not aid climbing, such as*
(*a*) square drainpipes; (*b*) round urns; (*c*) stone ledges; (*d*) narrow balustrades.

..... **5.** *Two students once placed a policeman's helmet on*
(*a*) a clock on Parliament building; (*b*) a spire at Oxford; (*c*) a religious memorial; (*d*) the tower of the House of Commons.

..... **6.** *No one has ever climbed*
(*a*) Tom Tower; (*b*) Radcliffe Camera; (*c*) "Wedding Cake" Tower; (*d*) Martyrs' Memorial.

..... **7.** *An attempt to climb Martyrs' Memorial resulted in*
(*a*) the death of a student; (*b*) the death of two students; (*c*) a serious injury to a policeman; (*d*) damage to the monument.

..... **8.** *The clocks on the tower of St. John's*
(*a*) have no faces; (*b*) have painted hands; (*c*) have no hands; (*d*) run slow.

..... **9.** *All the buildings mentioned are*
(*a*) in England; (*b*) at Cambridge; (*c*) at Oxford; (*d*) in Paris.

..... **10.** *The men who climb buildings are*
(*a*) always serious-minded; (*b*) all students; (*c*) all members of climbing clubs; (*d*) often guilty of pranks.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** The young man was an ardent *stegophilist.*
(*a*) cave dweller; (*b*) wall climber; (*c*) explorer; (*d*) mountain climber.

..... **2.** The magnificent *facade* was designed by a well-known architect.
(*a*) tower; (*b*) front of a building; (*c*) statue; (*d*) stone staircase.

..... **3.** Our plans were at a *crucial* stage.
(*a*) critical; (*b*) disastrous; (*c*) lucky; (*d*) hopeless.

..... **4.** As the sun set, the villagers gazed at the *pinnacle* with awe.
(*a*) sailing vessel; (*b*) low spire; (*c*) lofty peak; (*d*) slope.

..... **5.** He was somewhat *lithe* in appearance.
(*a*) courageous; (*b*) limber; (*c*) tall; (*d*) physically powerful.

..... **6.** The penalty in the school for cutting class was immediate *expulsion.*
(*a*) prosecution; (*b*) imprisonment; (*c*) juvenile investigation; (*d*) banishment from school.

..... **7.** The sauce had a distinctive *piquancy.*
(*a*) odor; (*b*) tartness; (*c*) bad taste; (*d*) sweetness.

..... **8.** The policeman took his stand in a *secluded* doorway.
(*a*) shut; (*b*) open to the public; (*c*) wide; (*d*) hidden from view.

..... **9.** The speeding car failed to *negotiate* the hairpin turn.
(*a*) see around; (*b*) successfully get around; (*c*) slow up for; (*d*) stop for.

..... **10.** His *furtive* actions attracted notice.
(*a*) openly visible; (*b*) stealthy; (*c*) boisterous; (*d*) angry.

What Do You Think?

Questions About the Story

1. What does the author mean in paragraph 2 when he says that the sport of building-climbing has an added piquancy not found in the Alps themselves?
2. Do you think this story was written strictly for amusement or do you think it was also trying to be informative?
3. Do you think that the author takes these "Stegophilists" seriously? Do you think he is making fun of them?
4. Many of the buildings of Oxford have been given nicknames associated with various mountain peaks in the Alps. Do you think the author did this as a "gimmick" to add interest to his story, or do you think the students really call these buildings by these names?
5. Do you think that climbing the buildings in Oxford is of any real value to potential mountain climbers? Does the author cite any actual cases of building climbers who became famous mountain climbers?

Questions to Think About

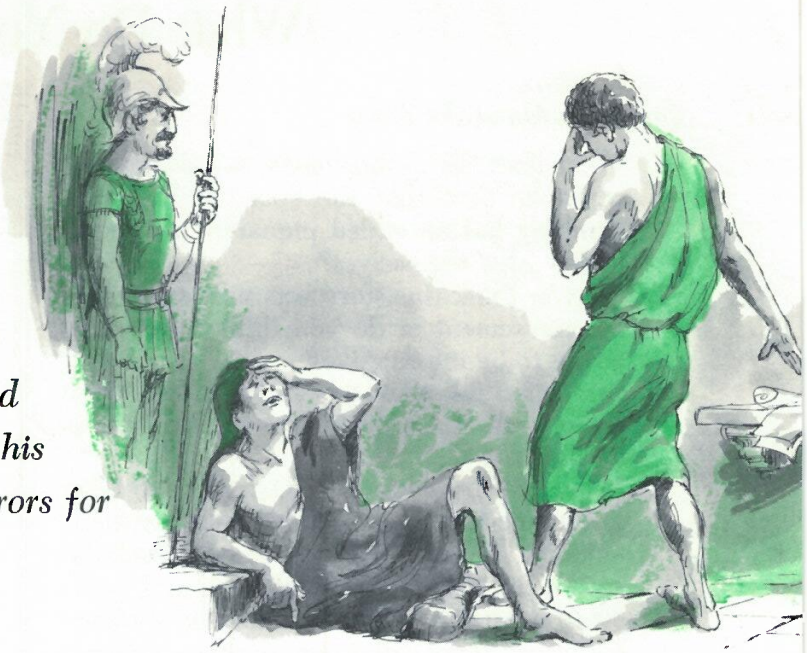
6. Are there traditions that you know of in the United States where college students attempt feats of daring or athletic prowess comparable to the English climbers? Do you think fads such as setting the record for the most students in a telephone booth, staying in the shower the longest number of hours, or sitting on a flagpole the most number of days are comparable to the building-climbing exploits of the British?
7. Many of the adults who did some of the things above in their youth would deny it today. What changes a person to such a degree that he becomes embarrassed or ashamed at the remembrance of youthful pranks? Are these things really silly, stupid, and childish, or are they a very necessary outlet?
8. Hero worship also seems to be part of the educational growth of everyone. What sort of persons do you yourself look up to as worthy of your respect and admiration? Are these people the same sort as those your parents or even great-grandparents were accustomed to think important? How so? Do you think you will ever look back upon the heroes you admire today as being something less than what you thought they were? Is hero worship something adults indulge in as well as young people?
9. Do the heroes of a school or university or nation reveal the mental and emotional attitudes of the people to any great extent? Who and what are the heroes of your generation? Do you admire those who achieve great speed as runners, automobile drivers? Why? Why not? Do you think the hero with athletic prowess is more prevalent than the hero with mental prowess? Why?
10. Do you think academic threats and punishment deter or encourage the thing they are designed to prevent? Is the threat of expulsion from school too strong for something like building-climbing? Can you think of similar restrictions in your social group? Are these restrictions effective? too lax? too strict?

HAVE YOU SEEN THESE?

Hunt, John.	*Conquest of Everest*
King, Clarence.	*Mountaineering in the Sierra Nevada*
Sherman, Patrick.	*Cloud Walkers*

ESSAY 20

Socrates



Socrates lived by the laws of logic and reason even to the extent of dying by his own hand when condemned by his jurors for refusing to renounce these beliefs.

IN THE SPRING of the year 399 B.C., a famous Greek philosopher was put on trial for having committed two crimes. One was impiety to the gods of the state; the other was the corruption of youth, by teaching them impiety. The penalty for a conviction on these charges was a severe one, possibly death. The prisoner's name was Socrates, and he was seventy years old at the time.

There were other reasons, political reasons, for trying Socrates. He had been associated with the old aristocratic regime, now overthrown by the democracy, and he was held in suspicion as a critic of the democracy. Among other things, he became unpopular for his strange doctrine that even politicians ought to know what they are doing.

Socrates was reputed to be the wisest man of his time. This reputation surprised him, he said, for he considered himself to be an ignorant man; ignorant of the answers to the supreme questions concerning human happiness and human destiny. But he was also sure that no one else knew the answers to these questions, and this furnished him with an explanation of his reputation as a wise man. Though he was ignorant, he alone *knew* that he was ignorant, whereas other ignorant men did not know that they were, thinking they had all the answers.

The court which tried Socrates was made up of 501 of his fellow Athenians, the 501st man being added in order to avoid a tie vote. As Plato reports the trial in his short masterpiece, "The Apology," Socrates vigorously denied that he had done anything wrong. He was convinced that he was right in what he was doing, and he was sure that he could convince his judges, by logic and reason, of the justice of his cause. Throughout his life he acted on the principle that clear thinking is indispensable for right living, and that human life without the joy of thinking is a life not worth living. Let us look at one passage from his speech to the judges at his trial:

"Perhaps some of you," he says to his judges, "when you appeared before the judges in a similar situation, begged and besought the judges with many tears, and perhaps you brought your children into court to arouse the compassion of the judges. But I will do none of these things, though I am in peril of losing my life. I too have children, but nevertheless I shall not bring any of them into court to beg you to acquit me. This is not because I am stubborn, my fellow Athenians, or because I lack respect for you, but because I think it disgraceful for respected people to act in that manner. But, apart from the question of reputation, gentlemen, I think it is not right to

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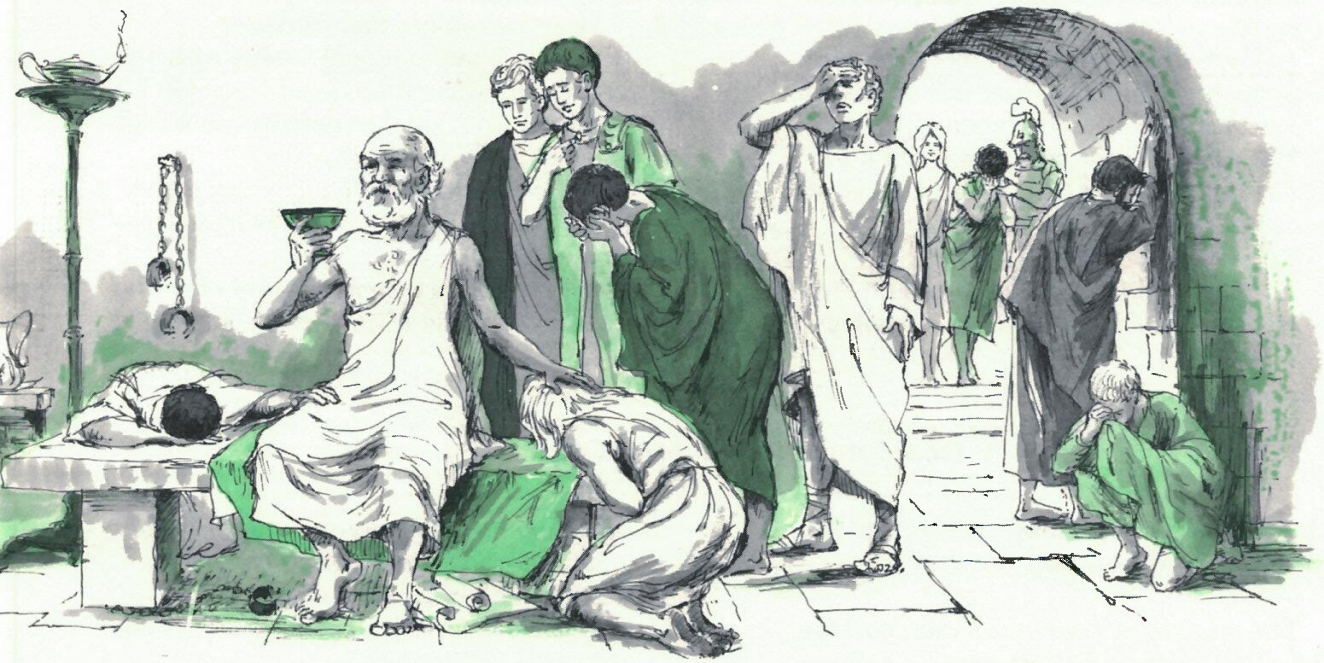

implore the judge or to get acquitted by begging; we ought rather to inform the judge and convince him. For the judge is not here to grant favors in matters of justice, but to give judgment; and his oath binds him not to grant favors according to his pleasure, but to judge according to the laws."

Socrates, in other words, used a rational and logical approach in presenting his case to the jury. This was the speech of a rational man. Socrates presented the evidence, and refused to indulge in an emotional harangue in his own defense. In other parts of his speech, however, he did present an eloquent defense of the free pursuit of truth, and he also goaded his accusers with withering sarcasm. Socrates' spirit of reasonableness did not desert him even after he heard the sentence of the court.

The question may be raised: Was Socrates' rational approach the proper one under the circumstances? We know what happened to Socrates at the conclusion of his trial. He was condemned to death by poison. TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Socrates was put on trial for impiety to the gods of the state and for*
(*a*) theft; (*b*) rude conduct; (*c*) corruption of youth; (*d*) his writings against democracy.

..... 2. *Politically Socrates was*
(*a*) for the new democratic regime; (*b*) against the new regime; (*c*) a communist; (*d*) a monarchist.

..... 3. *Among the philosophers of the time, Socrates was*
(*a*) reputed to be the wisest; (*b*) reputed to be the most ignorant; (*c*) about average; (*d*) ignored as a troublemaker.

..... 4. *Socrates held that he was*
(*a*) one of the wisest men of the time; (*b*) one of the most ignorant men of the time; (*c*) an average thinker; (*d*) ignorant because he could not answer certain supreme questions.

..... 5. *Socrates was put on trial in the*
(*a*) winter of the third century A.D.; (*b*) fall of the year 399 B.C.; (*c*) historians do not know the season or year of Socrates' trial; (*d*) spring of 388 B.C.

_____ **6.** *The court which tried Socrates was made up of*
(*a*) other philosophers; (*b*) political opponents of Socrates; (*c*) 501 of his fellow Athenians; (*d*) women.

_____ **7.** *The report of the trial was written by*
(*a*) Aristotle; (*b*) St. Luke; (*c*) Sophocles; (*d*) Plato.

_____ **8.** *This report is called*
(*a*) "The Indictment"; (*b*) "The Trial of Socrates"; (*c*) "The Apology"; (d) "Socrates on Trial."

_____ **9.** *The author holds that Socrates*
(*a*) was overemotional in his own defense; (*b*) was rational and logical in his defense; (*c*) left his defense up to his lawyers; (*d*) pleaded guilty.

_____**10.** *The best main idea of this essay is*
(*a*) Socrates was a fool; (*b*) Greece was corrupt; (*c*) reason may not always save a man's life; (*d*) a man should never be reasonable if he is on trial for his life.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The *impiety* of her remark was shocking.
(*a*) vulgarity; (*b*) bitterness; (*c*) irreverence; (*d*) necessity.

_____ **2.** No one is *indispensable.*
(*a*) unnecessary; (*b*) necessary; (*c*) hopeless; (*d*) completely undeserving.

_____ **3.** He was told that a great *peril* awaited him.
(*a*) danger; (*b*) precious stone; (*c*) excitement; (*d*) honor.

_____ **4.** He was a *respected* member of the old guard.
(*a*) carefully examined; (*b*) distrusted; (*c*) honored, admired; (*d*) retired, lacking in gainful employment.

_____ **5.** The prisoner was *acquitted* of all charges.
(*a*) forced to give up responsibility; (*b*) jailed, put away; (*c*) found innocent; (*d*) held on account, convicted.

_____ **6.** The remedy was *severe.*
(*a*) harsh; (*b*) beneficial; (*c*) ill-advised; (*d*) exiled.

_____ **7.** His training accounts for his *rational* approach to the problem.
(*a*) patriotic; (*b*) mistaken; (*c*) materialistic; (*d*) reasonable.

_____ **8.** No one appreciated the *harangue.*
(*a*) long speech; (*b*) bitter tongue; (*c*) pie topping of egg whites and sugar; (*d*) merciless teasing.

_____ **9.** He was *goaded* into a difficult position.
(*a*) spurred, urged on; (*b*) twisted; (*c*) tricked; (*d*) led.

_____**10.** His *aristocratic* manner impressed the crowd.
(*a*) arrogant, argumentative; (*b*) artistic; (*c*) simple; (*d*) distinguished, upper-class.

What Do You Think?

Questions About the Story

1. What effect does the last sentence of this article have on the rest of the piece? Do you think that under the circumstances Socrates would defend himself in the same manner if he had it to do over? Why?
2. In the second paragraph of this article, the author states that among other things, Socrates became unpopular for his strange doctrine that even politicians ought to know what they are doing. Why would this be considered a strange doctrine? Do you think the author might be poking sly fun at the politicians of today with this remark?
3. Prior to his trial many of Socrates's friends entreated him to flee the city, but he refused to leave and insisted upon standing trial. Do you think this is in keeping with the manner in which he conducted himself at the trial?
4. The author implies that Socrates received the sentence of the court calmly. What opinion do you think he had of his accusers? Why do you suppose it is that most men accept the verdict of the jury calmly even when it is against them?
5. What does the following sentence in paragraph 3 mean? "Though he was ignorant, he alone *knew* that he was ignorant, whereas other ignorant men did not know that they were, thinking they had all the answers." Do you suppose this indicates that Socrates felt superior to other men?

Questions to Think About

6. Do you think that most men who are on trial for their lives would use any means possible to save themselves whether it would be playing upon the sympathy of the judges, bribing the jury, or lying about their guilt? Do you think that Socrates was overconfident or that he was simply willing to take the verdict of his judges and turn it to his own advantage by making *them* look ignorant?
7. Socrates was one of the world's first great teachers. He had a great many friends, but also a great many enemies. Why do you think a man like this who taught everyone to take a logical and honest approach to all aspects of life would have enemies?
8. For centuries, men have found it necessary to condemn other persons to death for certain crimes. Do you think it likely that capital punishment will be abolished soon? Whereas Socrates was given poison to drink by his own hand, most criminals certainly are not given the option to kill themselves. Do you think this would be a more honorable approach? Do you think it would work?
9. Socrates was arrested and executed for lack of proper religious observance and for teaching resistance to the accepted religious practices. In the United States, what guarantees are there that citizens may worship—or refrain from religious activities—as they choose? Do you think that freedom of religious belief or practice is essential? Why? Would you object if a group in your community chose to become active members of an extraordinarily cruel or immoral religious sect? Would you be right?
10. Does freedom of speech and religious views permit anyone to say anything he likes about other persons and their ways? Where does freedom of speech stop and slander or libel or defamation of character begin? Do you know of examples of religious beliefs that have differed with other of our laws? What is a conscientious objector? Is conscientious objection legal? What about people who do not believe in doctors who insist that their children not receive medical treatment? Can or should the law step in?

HAVE YOU SEEN THESE?

Chroust, Anton.	*Socrates, Man and Legend*
Plato.	*The Last Days of Socrates*
Taylor, Alfred.	*Socrates*

ESSAY 21

Philosophy in an Age of Science

Where science furnishes us with means we can use, philosophy directs us to ends we should seek.

LET US FIRST CONSIDER what science can and cannot do—its proper scope and function.

The sciences study physical and social phenomena in order to arrive at an accurate picture of them. They try to describe how things behave. They may be concerned with the movement of the heavenly bodies, the inner workings of the atom, physiological processes, social movements, or human behavior.

What is the utility of scientific knowledge? Francis Bacon answers that question by saying that science gives us power. It enables us to exercise a certain degree of mastery or control over the physical and social phenomena of the world in which we live. Another way of answering the question is to say that science enables us to produce things. Applied by the engineer or the physician, it helps him to build bridges or to restore health. But the same knowledge can also be used, as we know, to destroy things and to maim or kill men.

In other words, science gives us power which can be used either constructively or destructively. It provides us with means which may facilitate our pursuit of bad ends as well as good. Science itself is not only morally neutral, that is, indifferent to the value of the ends for which the means are used; it is also totally unable to give us any moral direction, for it affords us no knowledge whatsoever of the order of goods and the hierarchy of ends.

Science must be supplemented by philosophy if the means that science gives us are to be used for worthwhile ends. Many people today think that philosophy is useless as compared with science, because it cannot be applied in the production of things or in the control of means. But philosophical knowledge is useful in a quite different and, in my judgment, superior way. Its utility or application is moral or directive, not technical or productive. Where science furnishes us with means we can use, philosophy directs us to ends we should seek.

Let me make this last point quite clear. The conduct of human life and the organization of human society depend on our answers to such questions as what happiness consists in, what our duties are, what form of government is most just, what constitutes the common good of society, what freedom men should have, and so on. Not one of these questions, nor any question like

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them which involves right and wrong or good and bad, can be answered by science, *now or ever.*

Without the answers to these questions, we are adrift in the world without compass or rudder. As long as our individual bark or the ship of state has little power at its disposal, we may not be in great danger. But, as you point out, in this atomic age when we can move at great speed and with great power, catastrophe threatens us at every turn if we do not know the right turn from the wrong one.

It is philosophy, not science, that teaches us the difference between right and wrong and directs us to the goods that befit our nature. Just as the productive utility of science derives from its accurate description of the way things behave, so the moral utility of philosophy derives from its profound understanding of the ultimate realities that underlie the phenomena which science studies. Each kind of knowledge answers questions that the other cannot answer, and that is why each is useful in a different way.

In my judgment it is philosophy, not science, which should be uppermost in any culture or civilization, simply because the questions it can answer are more important for human life. Certainly it should be clear that the more science we possess, the more we need philosophy, because the more power we have, the more we need direction.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *This essay deals with*
(*a*) scientific inventions; (*b*) the function of sciences; (*c*) new trends in science; (*d*) technology.

_____ **2.** *According to Francis Bacon, science gives us*
(*a*) power; (*b*) moral standards; (*c*) sense of values; (*d*) increased wealth.

_____ **3.** *Scientific knowledge always*
(*a*) improves man's life; (*b*) gives man worthwhile goods; (*c*) destroys things; (*d*) is morally indifferent.

_____ **4.** *Philosophy is necessary to*
(*a*) set worthwhile goals; (*b*) produce things; (*c*) create power; (*d*) make us work.

_____ **5.** *Understanding the ultimate realities depends upon the study of*
(*a*) science; (*b*) philosophy; (*c*) religion; (*d*) both science and philosophy.

_____ **6.** *In this atomic age we are threatened by catastrophe unless we have*
(*a*) more scientific knowledge; (*b*) closer governmental controls; (*c*) philosophical understanding; (*d*) more money for education.

_____ **7.** *Sciences study*
(*a*) physical phenomena; (*b*) social phenomena; (*c*) physiological processes; (*d*) all of the above.

_____ **8.** *According to this author the study that should be uppermost in any culture is*
(*a*) political science; (*b*) natural science; (*c*) philosophy; (*d*) psychology.

_____ **9.** *The more scientific knowledge we possess*
(*a*) the less we need philosophy; (*b*) the better off the world is; (*c*) the greater our social consciousness; (*d*) the more we need philosophy.

_____ **10.** *The best main idea of this essay is*
(*a*) science can save the world; (*b*) philosophy makes science unnecessary; (*c*) philosophy is important in our age; (*d*) man can do nothing to save himself.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** This machine *facilitates* the washing of dishes.
(*a*) hastens; (*b*) slows down; (*c*) makes easier; (*d*) hinders.

_____ **2.** In almost all towns there is a kind of social *hierarchy.*

(*a*) behavior; (*b*) ruler; (*c*) series of grades; (*d*) program of special events.

_____ **3.** Any study plan has a *directive* influence.
(*a*) guiding; (*b*) important; (*c*) restraining; (*d*) harmful.

_____ **4.** After the flood and the fire the villagers thought they could not survive another *catastrophe.*
(*a*) failure; (*b*) great expense; (*c*) loss of life; (*d*) tragic event.

_____ **5.** Carelessness in operating the machine can *maim* the operator.
(*a*) cripple; (*b*) kill; (*c*) shock; (*d*) electrocute.

_____ **6.** Performance is the *ultimate* test of an automobile.
(*a*) final; (*b*) usual; (*c*) first; (*d*) required.

_____ **7.** The scientist was given unlimited *scope* in his research.
(*a*) resources; (*b*) money; (*c*) range; (*d*) aid.

_____ **8.** Questioned the *utility* of the project.
(*a*) design; (*b*) management; (*c*) usefulness; (*d*) size.

_____ **9.** The boy's concern for their welfare *affords* his parents much happiness.
(*a*) costs; (*b*) furnishes; (*c*) denies; (*d*) arouses.

_____ **10.** Time should be used *constructively.*
(*a*) sparingly; (*b*) after much consideration; (*c*) only when necessary; (*d*) in a manner to cause improvement.

What Do You Think?

Questions About the Story

1. If you had to sum up the author's point in this essay in one sentence, what would you say?
2. Do you think that the author backs up his views with enough evidence to show a real difference between science and philosophy? Do you think that he favors one over the other?
3. How does the author explain his theory that both science and philosophy must grow—that the great advances in science will require the direction that we obtain from the study of philosophy? Do you agree with this theory?
4. Do you think that the author advocates a life without science as being preferable to a life without philosophy? Which does he think would be more dispensable? In reality, do you think either one could be dispensable?
5. Does the author illustrate the uses of science both for good purposes and for bad?

Questions to Think About

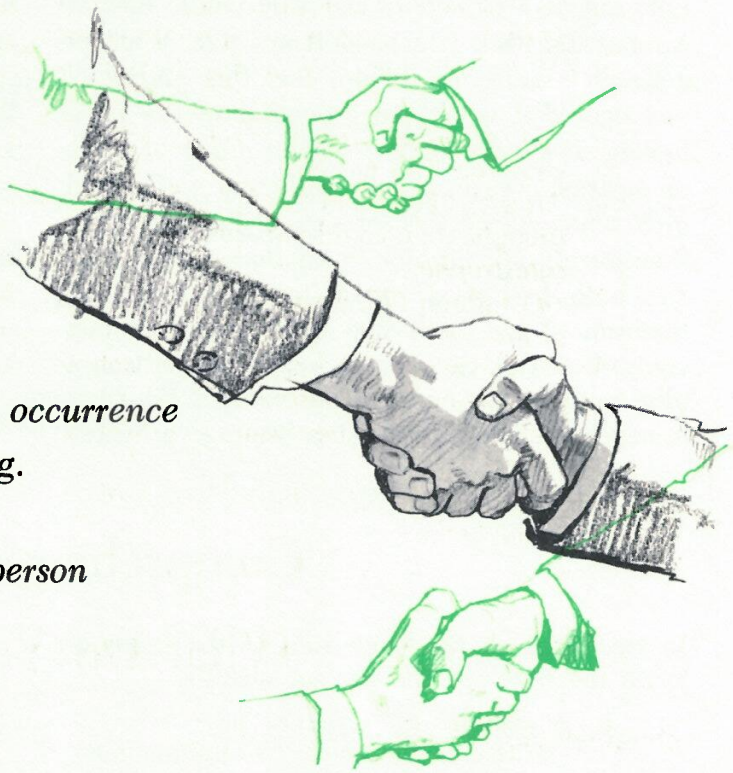
6. It has been estimated that more than half the world's greatest scientists are either alive today or have been living since 1900. Why do you think this is so?
7. Sharp differentiation is sometimes attempted regarding science and philosophy. But each literally means knowledge or (love of) learning. With this in mind, can you explain how they differ?
8. Do you think there is any real conflict between science and philosophy? Why should science be supposedly opposed to or in conflict with the study of the humanities?
9. Is mathematics classified with such sciences as chemistry and physics? Is there any mathematical basis for physics, chemistry, biology, or physiology?
10. Can you define philosophy in one short sentence? Why does it seem to be so difficult? Does philosophy have anything to do with religion? with politics?

HAVE YOU SEEN THESE?

Arons, A. B.	*Science and Ideas*
Cox, D. W.	*America's New Policy Makers*
Neimark, P. G.	*The Race for Space*

ESSAY 22

Shaking Hands



Shaking hands is so commonplace an occurrence that most of us do it without thinking. The author finds that interesting personal traits are shown when one person greets another with a handclasp.

AMONG THE FIRST THINGS which we remember noticing in the manners of people were two errors in the custom of shaking hands. Some, we observed, grasped everybody's hand alike—with an equal fervour of grip. You would have thought that Jenkins was the best friend they had in the world; but on succeeding to the squeeze, though a slight acquaintance, you found it equally flattering to yourself; and on the appearance of somebody else (whose name, it turned out, the operator had forgotten) the crush was no less complimentary: the face was as earnest and beaming, the "glad to see you" as syllabical and sincere, and the shake as close, as long, and as rejoicing, as if the semi-unknown was a friend come home from the Deserts.

On the other hand, there would be a gentleman now and then as coy of his hand as if he were a prude, or had a whitlow. It was in vain that your pretensions did not go beyond the "civil salute" of the ordinary shake; or that being introduced to him in a friendly manner and expected to shake hands with the rest of the company, you could not in decency omit his hand. His fingers, half coming out, and half retreating, seemed to think you were going to do them a mischief; and when you got hold of them, the whole shake was on your side: the other hand did but proudly or pensively acquiesce—there was no knowing which; you had to sustain it, as you might a lady's in handing her to a seat; and it was an equal perplexity to know how to shake or to let it go. You did not know, all the evening, whether you were not an object of dislike to the person; till on the party's breaking up, you saw him behave like an equally ill-used gentleman to all who practised the same unthinking civility.

Both these errors, we think, might as well be avoided; but of the two we must say we prefer the former. If it does not look so much like particular sincerity, it looks more like general kindness; and if those two virtues are to be separated (which they assuredly need not be, if considered without spleen) the world can better afford to dispense with an unpleasant truth than a gratuitous humanity. Besides, it is more difficult to make sure of the one than to practise the other; and kindness itself is the best of all truths.

This manual shyness is sometimes attributed to modesty, but never, we suspect, with justice,

Adapted from "Shaking Hands" by Leigh Hunt.

unless it be that sort of modesty whose fear of committing itself is grounded in pride. Want of address is a better reason, but this particular instance of it would be grounded in the same feeling. It always implies a habit either of pride or mistrust. We have met with two really kind men, who evinced this soreness of hand. Neither thought himself inferior to anybody about him, and both had good reason to think highly of themselves; but both had been sanguine men contradicted in their early hopes. There was a plot to meet the hand of one with a fish-slice, in order to show him the disadvantage to which he put his friends by that flat mode of salutation; but the conspirator had not the courage to do it. Whether he heard of the intention, we know not; but shortly afterwards he took very kindly to a shake. The other was the only man of a warm set of politicians who remained true to his first hopes of mankind. He was impatient at the change of his companions; but though his manner became cold, his consistency still remained warm; and this gave him a right to be as strange as he pleased.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *A change was wrought in*
(*a*) one of the men; (*b*) neither man; (*c*) both; (*d*) both for a short time.

..... **2.** *The first handshake is*
(*a*) more sincere; (*b*) more unpleasant; (*c*) kinder; (*d*) prouder.

..... **3.** *The shy handshake is sometimes attributed to*
(*a*) fear; (*b*) modesty; (*c*) deceit; (*d*) dislike.

..... **4.** *Friends thought to change the handshake of one man by*
(*a*) making him a political candidate; (*b*) holding a piece of fish in the hand; (*c*) shaking hands the same way; (*d*) taking him to meetings.

..... **5.** *The author believes anyone may be as peculiar as he wishes as long as he*
(*a*) is wealthy; (*b*) stays to himself; (*c*) is fair to everyone; (*d*) is kind and warmhearted.

..... **6.** *The first handshake is*
(*a*) cold; (*b*) limp; (*c*) enthusiastic; (*d*) strange.

..... **7.** *Both kinds of handshakes should be*
(*a*) avoided; (*b*) used on occasion; (*c*) imitated; (*d*) used often.

..... **8.** *The first handshake discussed is*
(*a*) flattering to everyone; (*b*) used for people one dislikes; (*c*) reserved for close friends; (*d*) complimentary to a few.

..... **9.** *The second handshake discussed gives*
(*a*) a quick response; (*b*) a tight grip; (*c*) a violent grasp; (*d*) no response.

..... **10.** *The second handshake makes a person think he is*
(*a*) well thought of; (*b*) disliked; (*c*) agreeable; (*d*) impolite.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** The crowd cheered with *fervour* when the flag was raised.
(*a*) satisfaction; (*b*) intense feeling; (*c*) patriotism; (*d*) joy.

..... **2.** A *whitlow* can cause a person much pain.
(*a*) joint that is inflamed; (*b*) sore at the edge of the fingernail or toenail; (*c*) cut that has become infected; (*d*) blood blister.

..... 3. After our explanation the child *acquiesced* and came with us.
(*a*) accepted; (*b*) smiled; (*c*) broke down; (*d*) sighed.

..... 4. *Pensively* the woman reread the letter before locking it in the desk.
(*a*) hurriedly; (*b*) in a secret manner; (*c*) in a dreamy, thoughtful manner; (*d*) suspiciously.

..... 5. People often do not appreciate *gratuitous* gifts.
(*a*) very expensive; (*b*) hard-earned; (*c*) elaborate; (*d*) freely given.

..... 6. *Sanguine* people usually enjoy life.
(*a*) fat; (*b*) wealthy; (*c*) hopeful; (*d*) generous.

..... 7. The busy man *evinced* little interest in the report.
(*a*) displayed; (*b*) acknowledged; (*c*) denied; (*d*) betrayed.

..... 8. His *pretensions* to being a brilliant student amused us.
(*a*) references; (*b*) varied reactions; (*c*) confessions; (*d*) claims.

..... 9. The cripple's *manual* skills surprised everyone.
(*a*) book-learned; (*b*) mechanical; (*c*) self-taught; (*d*) hand.

.....10. He found an outlet for his *spleen* by hurling books to the floor.
(*a*) impatience; (*b*) rude arrogance; (*c*) anger; (*d*) unhappiness.

What Do You Think?

Questions About the Story

1. This selection would definitely be classified as an essay. What is there about it that is different from some of the other selections you have read in this book? Do you like the author's style? Is it easy to read?
2. Notice the spelling of the word "practise" in this essay. Was the editor careless in letting this slip by? Is the spelling correct? What does it tell you about the author?
3. There are many colloquialisms in this essay, some of which you may understand and some of which you may not. For instance, what do these phrases mean—"you could not in decency omit his hand," ". . . if considered without spleen," ". . . flat mode of salutation"?
4. What is the meaning of the sentence "The world can better afford to dispense with an unpleasant truth than a gratuitous humanity"? Is this colloquial or is it simply the author's style?
5. If you were going to rewrite this essay for more universal appeal, what changes would you make? Would you add more humor? Would you offer more evidence of character study and its relationship to handshaking?

Questions to Think About

6. As a custom, shaking hands is clearly more of an occidental than an oriental tradition. For example, what do the inhabitants of India do in place of handshaking when meeting a friend or being introduced?
7. Is the shaking of hands as much practiced by women as by men?
8. Some persons seem to judge another's personality or strength of purpose by his manner of shaking hands. Is this a valid way to read character? Are there other means of judging character through simple observation?
9. Why are women more demonstrative than men in expressing friendship?
10. Perhaps the most persistent and constant handshakers are politicians campaigning for office. What does a major candidate seek to establish by grasping the hands of thousands of people every day?

HAVE YOU SEEN THESE?

McCrady, M. E.	*Manners for Moderns*
Miller, L.	*The Encyclopedia of Etiquette*
Verrill, A. H.	*Strange Customs, Manners, and Beliefs*

ESSAY 23

The Elements

Aircraft pilots have many interesting exploits to recount. One of the most exciting tales of this sort concerns an encounter with a violent storm and the pilot's reactions to it.

THE CYCLONE of which I am about to speak was, physically, much the most brutal and overwhelming experience I ever underwent; and yet beyond a certain point I do not know how to convey its violence except by piling one adjective on another, so that in the end I should convey no impression at all—unless perhaps that of an embarrassing taste for exaggeration.

It took me some time to grasp the fundamental reason for this powerlessness, which is simply that I should be trying to describe a catastrophe that never took place. The reason why writers fail when they attempt to evoke horror is that horror is something invented after the fact, when one is re-creating the experience over again in the memory. Horror does not manifest itself in the world of reality. And so, in beginning my story of a revolt of the elements which I myself lived through I have no feeling that I shall write something which you will find dramatic.

I had taken off from the field at Trelew and was flying down to Comodoro-Rivadavia, in the Patagonian Argentine. Here the crust of the earth is as dented as an old boiler. The high-pressure regions over the Pacific send the winds past a gap in the Andes into a corridor fifty miles wide through which they rush to the Atlantic in a strangled and accelerated buffeting that scrapes the surface of everything in their path.

For three months of the year the speed of these winds at ground level is up to a hundred miles an hour. We who flew the route knew that once we had crossed the marshes of Trelew and had reached the threshold of the zone they swept, we should recognize the winds from afar by a grey-blue tint in the atmosphere. From then on we had an hour of stiff fighting and of stumbling again and again into invisible ditches of air.

But on this particular day I did not like the color of the sky.

The sky was blue. Pure blue. Too pure. A hard blue sky that shone over the scraped and barren world while the fleshless vertebrae of the mountain chain flashed in the sunlight. Not a cloud. The blue sky glittered like a new-honed knife. I felt in advance the vague distaste that accompanies the prospect of physical exertion. The purity of the sky upset me. Give me a good black storm in which the enemy is plainly visible. I can measure its extent and prepare myself for its attack. I can get my hands on my adversary. But when you are flying very high in clear weather the shock of a blue storm is as disturbing as if something

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collapsed that had been holding up your ship in the air. It is the only time when a pilot feels that there is a gulf beneath his ship.

Another thing bothered me. I could see on a level with the mountain peaks not a haze, not a mist, not a sandy fog, but a sort of ash-colored streamer in the sky. I did not like the look of that scarf of filings scraped off the surface of the earth and borne out to sea by the wind. I tightened my leather harness as far as it would go and I steered the ship with one hand while with the other I hung on to the longeron that ran alongside my seat. I was still flying in remarkably calm air.

Very soon came a slight tremor. As every pilot knows, there are secret little quiverings that foretell your real storm. No rolling, no pitching. No swing to speak of. The flight continues horizontal and rectilinear. But you have felt a warning drum on the wings of your plane, little intermittent rappings scarcely audible and infinitely brief, little cracklings from time to time.

And then everything round me blew up.

Concerning the next couple of minutes I have nothing to say. All that I can find in my memory are a few rudimentary notions, fragments of thoughts, direct observations. I cannot compose them into a dramatic recital because there was no drama. The best I can do is to line them up in a kind of chronological order.

In the first place, I was standing still. Having banked right in order to correct a sudden drift, I saw the landscape freeze abruptly where it was and remain jiggling on the same spot. I was making no headway. My wings had ceased to nibble into the outline of the earth. I could see the earth buckle, pivot—but it stayed put. The plane was skidding as if on a toothless cogwheel.

Meanwhile I had the absurd feeling that I had exposed myself completely to the enemy. All those peaks, those crests, those teeth that were cutting into the wind and unleashing its gusts in my direction, seemed to me so many guns pointed straight at my defenseless person. I was slow to think, but the thought did come to me that I ought to give up altitude and make for one of the neighboring valleys where I might take shelter against a mountainside. As a matter of fact, whether I liked it or not I was being sucked down towards the earth.

Trapped this way in the first breaking waves of a cyclone about which I learned, twenty minutes later, that at sea level it was blowing at the fantastic rate of one hundred and fifty miles an hour, I certainly had no impression of tragedy. Now, as I write, if I shut my eyes, if I forget the plane and the flight and try to express the plain truth about what was happening to me, I find that I felt weighed down, I felt like a porter carrying a slippery load, grabbing one object in a jerky movement that sent another slithering down, so that, overcome by exasperation, the porter is tempted to let the whole load drop. There is a kind of law of the shortest distance to the image, a psychological law by which the event to which one is subjected is visualized in a symbol that represents its swiftest summing up: I was a man who, carrying a pile of plates, had slipped on a waxed floor and let his scaffolding of porcelain crash.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *At first the pilot felt that the*
(*a*) plane had started to nose-dive; (*b*) wings were torn off; (*c*) plane was standing still; (*d*) plane had gone straight up.

..... 2. *On a level with the mountain peaks was*
(*a*) a haze; (*b*) a mist; (*c*) a sandy fog; (*d*) an ash-colored streamer.

..... 3. *The storm is described as a*
(*a*) typhoon; (*b*) gale; (*c*) cyclone; (*d*) tropical deluge.

..... 4. *The attitude of the author is*
(*a*) tense and moved; (*b*) bitter about the dangers; (*c*) unconcerned; (*d*) panic-stricken.

..... 5. *The wind at sea level was blowing at*
(*a*) 100 miles an hour; (*b*) 50 miles an hour; (*c*) not quite 75 miles an hour; (*d*) 150 miles an hour.

..... 6. *The pilot was flying down to*
(*a*) the mouth of the Amazon River; (*b*) Chile; (*c*) the Patagonian Argentine; (*d*) Central America.

..... 7. *When next the aviator saw the mountain peaks they*
(*a*) seemed to be falling beneath him; (*b*) disappeared in the dense cloud mass; (*c*) were pointed straight at him; (*d*) loomed up high and clear.

..... 8. *The pilot's recall of the first very few minutes of the storm is*
(*a*) mixed and doubtful; (*b*) vivid and clear; (*c*) orderly and detailed; (*d*) completely a blank.

..... 9. *The time a pilot is most disturbed is when*
(*a*) a blue storm appears; (*b*) the lightning flashes; (*c*) the down draft is overpowering; (*d*) the wind forces him upward.

.....10. *The writer's intent is to*
(*a*) portray the feelings of a passenger in flight; (*b*) describe his own fear and worry; (*c*) describe the effects of the storm as they appeared to him; (*d*) give important directions on how to handle a plane in a violent storm.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The barber *honed* the razor on the stone.
(*a*) scraped; (*b*) struck; (*c*) tested; (*d*) sharpened.

..... 2. The boxer did not know who his *adversary* would be.
(*a*) second; (*b*) umpire; (*c*) referee; (*d*) opponent.

..... 3. We noticed a *tremor* in the old man's speech.
(*a*) quivering; (*b*) decided accent; (*c*) rasping; (*d*) hoarseness.

..... 4. *Intermittent* ringing of the bell disturbed the class.
(*a*) occurring at intervals; (*b*) loud and harsh; (*c*) continuous; (*d*) not necessary.

..... 5. The witness spoke in a voice that was *audible*.
(*a*) able to be heard; (*b*) whispering; (*c*) polite; (*d*) musical.

..... 6. What is the *fundamental* reason for his acting the way he does?
(*a*) basic; (*b*) precise; (*c*) obvious; (*d*) pretended.

..... 7. List the events in *chronological* order.
(*a*) of importance; (*b*) of location; (*c*) of beginning letter; (*d*) of time.

..... 8. We walked to the *crest* of the hill.
(*a*) steep side; (*b*) top; (*c*) base; (*d*) bottom.

..... 9. The woman *unleashed* an angry torrent of abuse.
(*a*) held back; (*b*) continued with; (*c*) released; (*d*) prepared.

.....10. The hikers *slithered* down the muddy slope.
(*a*) fell; (*b*) tumbled; (*c*) sauntered; (*d*) slid.

What Do You Think?

Questions About the Story

1. What does the author mean by the following sentence? "The reason why writers fail when they attempt to evoke horror is that horror is something invented after the fact, when one is re-creating the experience over again in the memory." Do you agree with him?
2. Why couldn't the pilot see what was about to happen? What is meant by the phrase "blue storm"?
3. At one point the pilot states that he was standing still. How could this be possible in an airplane?
4. What overall impression do you get from this article? Does the author succeed in conveying the horror which he felt? If not, how could he have done better?
5. Some of the most frightening incidents of our lives seem to last for hours, but actually are over in a fraction of a second. How much time elapsed from the time the pilot felt the beginning tremors until he broke into the clear?

Questions to Think About

6. Why are people fascinated by stories of danger? Can you identify enough with the pilot to almost experience his fear? Would a story about a close automobile accident be as frightening, do you think?
7. How does a cyclone differ from a tornado or a typhoon? Can any of these three be seen approaching? Has science come up with any way of stopping or diverting storms of this type? Do they occur at all times of the year or are they more prevalent at certain times? Why are they more or less confined to certain areas of the earth?
8. Space exploration has been advancing with gratifying rapidity and results. There have been tremendous changes in the construction of aircraft since the time in which this story was written. Why won't the astronauts have to worry about air turbulence in outer space? Is it possible that there is something equivalent to cyclones beyond the earth's atmosphere?
9. Nature still seems to hold the upper hand when it comes to the "elements." What is meant by this word? What are some of the other "elements" over which man has little or no control? What are some of the major catastrophes of history which were the results of these "elements"?
10. Aircraft today not only must contend with the elements, they must contend with competition for air space. Collisions in the air between aircraft have occurred and probably will occur again. Why are radar, land–air communications, and carefully planned air patterns not accident proof? How is it possible, with modern technology, for air accidents to occur?

HAVE YOU SEEN THESE?

Hall, Leonard.	*Country Year*
Krutch, J. W.	*The Twelve Seasons*
Peattie, D. C.	*Green Laurels*

ESSAY 24

On Going a Journey

Many people delight to take trips in the company of friends. This author considers solitude essential to a walking trip.

ONE OF THE PLEASANTEST things in the world is going a journey, but I like to go by myself. I can enjoy society in a room; but out of doors, nature is company enough for me. I am then never less alone than when alone.

I cannot see the wit of walking and talking at the same time. When I am in the country, I wish to vegetate like the country. I am not for criticising hedge-rows and black cattle. I go out of town in order to forget the town and all that is in it. There are those who for this purpose go to watering-places, and carry the metropolis with them. I like more elbow-room, and fewer incumbrances. I like solitude, when I give myself up to it, for the sake of solitude.

The soul of a journey is liberty, perfect liberty, to think, feel, do, just as one pleases. We go a journey chiefly to be free of all impediments and of all inconveniences; to leave ourselves behind, much more to get rid of others. It is because I want a little breathing-space to muse on indifferent matters that I absent myself from the town for a while, without feeling at a loss the moment I am left by myself.

Is not the wild rose sweet without a comment? Does not this daisy leap to my heart set in its coat of emerald? Yet, if I were to explain to you the circumstance that has so endeared it to me, you would only smile. Had I not better then keep it to myself, and let it serve me to brood over, from here to yonder craggy point, and from thence onward to the far-distant horizon? I should be but bad company all that way, and therefore prefer being alone. I have heard it said that you may, when the moody fit comes on, walk or ride on by yourself, and indulge your reveries. But this looks like a breach of manners, and you are thinking all the time that you ought to rejoin your party.

I like to be either entirely to myself, or entirely at the disposal of others; to talk or be silent, to walk or sit still, to be sociable or solitary. I cannot talk and think, or indulge in melancholy musing and lively conversation by fits and starts. "Let me have a companion of my way," says Sterne, "were it but to remark how the shadows lengthen as the sun declines." It is beautifully said; but in my opinion, this continual comparing of notes interferes with the involuntary impression of things upon the mind, and hurts the sentiment. If you only hint what you feel in a kind of dumb show, it is insipid: if you have to explain it, it is making a toil of a pleasure. You cannot read the book of nature without being perpetually put to the trouble of translating it for the benefit of others I am for the

Adapted from "On Going a Journey" by William Hazlitt.

synthetical method on a journey in preference to the analytical. I am content to lay in a stock of ideas, and to examine and anatomize them afterwards. I want to see my vague notions float like the down of the thistle before the breeze, and not to have them entangled in the briars and thorns of controversy. For once, I like to have it all my own way; and this is impossible unless you are alone, or in such company as I do not covet. I have no objection to argue a point with any one for twenty miles of measured road, but not for pleasure. If you remark the scent of a bean-field crossing the road, perhaps your fellow-traveller has no smell. If you point to a distant object, perhaps he is short-sighted, and has to take out his glass to look at it. There is a feeling in the air, a tone in the colour of a cloud which hits your fancy, but the effect of which you are unable to account for. There is then no sympathy, but an uneasy craving after it, and a dissatisfaction which pursues you on the way, and in the end probably produces ill humour. Now I never quarrel with myself and take all my own conclusions for granted till I find it necessary to defend them against objections. It is not merely that you may not be of accord on the objects and circumstances that present themselves before you—these may recall a number of objects, and lead to associations too delicate and refined to be possibly communicated to others. Yet these I love to cherish.

I grant there is one subject on which it is pleasant to talk on a journey; and that is, what one shall have for supper when we get to our inn at night. The open air improves this sort of conversation or friendly altercation, by setting a keener edge on appetite. Every mile of the road heightens the flavour of the viands we expect at the end of it. How fine it is to enter some old town, walled and turreted, just at the approach of nightfall, or to come to some straggling village, with the lights streaming through the surrounding gloom and then, after inquiring for the best entertainment that the place affords, to "take one's ease at one's inn"! These eventful moments in our lives' history are too precious, too full of solid, heartfelt happiness to be frittered and dribbled away in imperfect sympathy. I would have them all to myself, and drain them to the last drop; they will do to talk of or to write about afterwards. What a delicate speculation it is, after drinking whole goblets of tea, and letting the fumes ascend into the brain, to sit considering what we shall have for supper —eggs and a rasher, a rabbit smothered in onions, or an excellent veal cutlet! These hours are sacred to silence and to musing, to be treasured up in the memory, and to feed the source of smiling thoughts hereafter. I would not waste them in idle talk; or if I must have the integrity of fancy broken in upon, I would rather it were by a stranger than a friend.

A stranger takes his hue and character from the time and place; he is a part of the furniture and costume of an inn. I do not even try to sympathise with him, and he breaks no squares. I associate nothing with my travelling companion but present objects and passing events. In his ignorance of me and my affairs, I in a manner forget myself. But a friend reminds one of other things, rips up old grievances, and destroys the abstraction of the scene.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *If he is to be interrupted by someone while he is at an inn, the author would prefer that the person be*
(*a*) a close friend; (*b*) a stranger; (*c*) an acquaintance; (*d*) a distant relative.

..... 2. *He believes the soul of a journey is*
(*a*) liberty; (*b*) joy; (*c*) learning; (*d*) excitement.

..... 3. *Some of the associations he feels when walking alone are too*
(*a*) coarse to tell; (*b*) delicate and refined to tell; (*c*) commonplace to tell; (*d*) funny to tell.

..... 4. *When he is walking, he does not like to*
(*a*) talk; (*b*) think; (*c*) criticize others; (*d*) forget town life.

..... 5. *The only subject the author says is pleasant to discuss on a journey is what one will have for*
(*a*) breakfast; (*b*) lunch; (*c*) tea; (*d*) supper.

..... 6. *The wild rose, he believes, is sweet without being*
(*a*) smelled; (*b*) placed in a bouquet; (*c*) commented on; (*d*) in full bloom.

..... 7. *The author never quarrels with*
(*a*) his friends; (*b*) his relatives; (*c*) himself; (*d*) a walking companion.

..... 8. *He says he likes either to be*
(*a*) entirely by himself or entirely with others; (*b*) talkative or silent; (*c*) sociable or solitary; (*d*) all of the above.

..... 9. *He believes it is not wise to comment on the scent of a bean-field because your fellow traveller may have no*
(*a*) smell; (*b*) interest in beans; (*c*) wish to hear you talk; (*d*) taste for bean soup.

.....10. *When he argues for someone for twenty miles it is not done for*
(*a*) spite; (*b*) pleasure; (*c*) learning; (*d*) passing time.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. To people from rural areas any town sometimes seems a *metropolis.*
(*a*) challenge; (*b*) wicked and terrifying place; (*c*) pleasant change; (*d*) big city.

..... 2. The executive seemingly encountered few *impediments* in his rise to success.
(*a*) helps, aids; (*b*) obstacles, obstructions; (*c*) enemies; (*d*) jealousies.

..... 3. Goats like the *craggy* parts of mountains.
(*a*) high; (*b*) level; (*c*) uninhabited; (*d*) steep and rocky.

..... 4. The old man, lost in *reverie,* did not hear the knock at the door.
(*a*) work; (*b*) dreaming; (*c*) sleep; (*d*) reading.

..... 5. The *controversy* between the union and management over wages has been settled.
(*a*) unpleasantness; (*b*) discussion; (*c*) dispute; (*d*) contract.

..... 6. Seeing the *turreted* castle in the distance, the knight rode quickly forward.
(*a*) towered; (*b*) huge, enormous; (*c*) high-walled; (*d*) fortified.

..... 7. The *altercation* between the two women attracted the attention of passers-by.
(*a*) loud conversation; (*b*) fist fight; (*c*) disagreement; (*d*) wordy quarrel.

..... 8. The pupil *frittered away* his time reading comic books.
(*a*) spent; (*b*) wasted; (*c*) took up; (*d*) employed.

..... 9. To think the plan would succeed was pure *speculation.*
(*a*) dreaming; (*b*) guessing without evidence; (*c*) lack of good management; (*d*) desperation.

.....10. Grandmother often spoke of having eggs and a *rasher* for breakfast.
(*a*) link of sausage; (*b*) slice of meat; (*c*) slice of bread; (*d*) griddle cake.

What Do You Think?

Questions About the Story

1. This is another selection that bears the stamp of being an "essay." The language and style of this essay is different from most that you might be accustomed to read. What does it tell you about the author? About the period in which it was written?
2. There is certain phraseology in this essay with which you might not be entirely familiar, but you should be able to get the meaning from context. For instance, what is the meaning of the following sentence in paragraph 2? "There are those who . . . go to watering-places, and carry the metropolis with them." Translate this sentence into contemporary style.
3. Why does the following sentence taken from paragraph 5 make a good summation of the author's premise in this article? "I am for the synthetical method on a journey in preference to the analytical."
4. In the next to the last paragraph why do you suppose the author states that he would rather be interrupted in his reveries by a stranger than a friend? Is it clearly explained in the last paragraph?
5. Do you think that the author makes his point well? Are you inclined to agree with him more at the end of the essay than at the beginning? Or do you disagree with him entirely? Do you think the author would really care one way or the other? How would this feeling bear out his statement in the last paragraph?

Questions to Think About

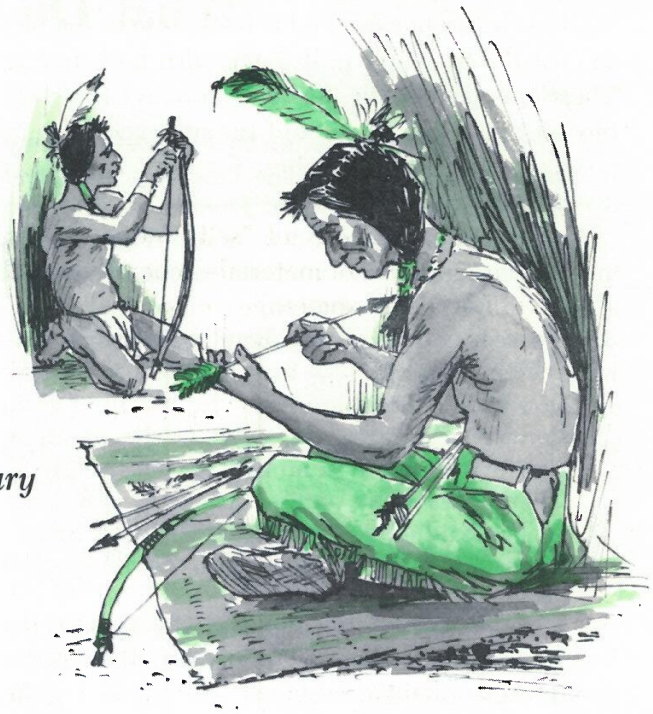
6. With the advent of rapid transportation, particularly the automobile, travel or "touring" has become an expected means of taking one's vacation. Are many tourists guilty of striving so hard to "cover" an area or make a certain number of miles per day that they overlook the very things they set out to enjoy? What is the purpose of touring? Can the memory be stocked with pleasant sights, smells, and sounds at sixty or seventy miles an hour?
7. Have you ever even considered taking a walking journey? Where would you go if you had the opportunity to spend a few weeks just walking from place to place? Would you consider the whole idea absurd, a waste of time?
8. The author of this selection felt that the presence of a friend would destroy the abstraction of the scene. What did he mean by that? Are there ever times when you would rather be accompanied by a total stranger than a close friend? When and why?
9. Some psychologists tell us that we have lost the ability to be alone. We must be surrounded by people or distractions. One strong evidence of this is the prevalence of transistor radios. It seems that everywhere you go someone is glued to a transistor, whether it be a remote beach or a scenic mountaintop. Are these people enjoying the scene as much as those who do not have taped music as a background? Is there ever beauty and comfort in silence?
10. Do you ever like to be alone? When? In thinking of a vacation spot, do you think of a remote log cabin in the mountains away from everyone or an undiscovered beach in the tropics, or do you think of a crowded mountain resort or the excitement and mobs of vacationers at Miami Beach? What does this tell you about yourself, about other people?

HAVE YOU SEEN THESE?

Chappell, R. L.	*An Arctic Scout*
Twain, Mark.	*The Innocents Abroad*
Wiley, W. L.	*The Formal French*

ESSAY 25

Hunting with the Bow and Arrow



To some, the bow and arrow is still a necessary tool; to others it is a pleasurable but skillful sport. For civilization it was a necessary stepping stone to progress.

THE BOW is the most useful all-around weapon ever devised by primitive man. It can kill an elephant or bring down a pigeon. Historically, the use of the bow might be said to be the turning point between the primitive and civilized man. In expert hands, the bow is so efficient a weapon that it is even being used by the United States Army under certain special conditions.

Originally the bow was intended only as a hunting weapon. Later, it was adopted for warfare; but there is a great different between the hunting bow and the military bow. The hunting bow is a short, light weapon with a limited range and comparatively little power. Even in open woodland it is rare that an archer has a clear shot at game fifty yards away. The smallest twig will deflect an arrow, so the archer must be right on top of his quarry to get a successful shot. Hunting with a bow is 80 percent stalking and 20 percent bowmanship. The penetration power of an arrow discharged from even a light bow is astonishingly great. The American Indian, who uses extremely light bows only some three feet long and with a pull of perhaps forty pounds, and stone arrowheads, must be close to the quarry to get a clear shot, and wants merely to transfix it with his shaft. The great range and incredible penetrating power of the English longbow of the Middle Ages, which was basically a military weapon, would be a waste in hunting. The hunter is not trying to bring down a mailed knight in open country at two hundred yards.

Anyone interested in archery should realize this distinction. Virtually every amateur archer insists on a bow with a pull of one hundred pounds, and wants it to be as big as possible, like the six-foot longbows used by the famous English archers at Crécy and Agincourt. Only an experienced archer could even string such a device, and few men could keep it bent while taking aim. Simply carrying such a bow through dense cover is a major headache. A five-foot bow with a fifty-pound pull is a much more serviceable hunting weapon. There is no use getting a powerful bow except for long-distance shooting in archery competition.

Nearly all primitive people use small, light bows. There are a few exceptions. In the South Pacific, fishermen shoot harpoon-like arrows from powerful bows to hit fish far underwater. In

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South America, some tribes have bows so powerful that the archer lies on his back, braces his feet against the bow and pulls back with both hands. These bows are used to shoot monkeys from the tops of tall trees. But except for such special purposes, the shorter and lighter the bow, the better it is for the average hunter.

The early bows were all "self-bows," that is, made from one piece of material—generally wood, although horn was sometimes employed (Pandarus in the *Iliad* used a bow made from ibex horn sixteen palms long). Later the composite bow was introduced, made of wood with a horn backing and lashed with sinew. In general, such bows are more powerful, have more elasticity, and last better than the wooden self-bow.

Although the composite bow was carried to a high degree of perfection by the Turks, Europeans stuck to the wooden self-bow; and as a result the bow was little used in warfare, for the arrows could do no damage against armor. The great longbow was also a self-bow, but because of the length and special design it was extremely powerful. First developed in Wales, its construction was kept a closely guarded secret. Then, in 1323, Edward II went to Nottingham, where he paid a sum of money to a certain "Robyn Hod." This is all we know about that famous character except legend. When the king returned to London, he was able to equip a corps of archers with longbows. They were used at Bannockburn, but Edward made the mistake of first throwing his knights against the Scottish spearmen. The horses were impaled on the spears, and when the king at last used his bowmen, Bruce was able to outflank them with his cavalry. Thirteen years later, Edward III profited by the lesson to use the bowmen first at Crécy, with results that changed the course of history.

Today, only a few archers use self-bows, and they are usually either old-timers or men who prefer the traditional bow for sentimental reasons. Most modern bows are made of wood and fiberglass laminated. They have a better cast (flatter trajectory), greater accuracy, and more power, although a really fine yew bow in the hands of an expert bowman cannot be surpassed. Modern bows are usually recurved; the tips of the bow curve away from the archer when he holds the bow in shooting position. A recurved bow generally has more elasticity than a "straight" bow.

Although to us archery is only a sport, the bow is still the primary weapon of many people in Africa and parts of Asia. They use bows and arrows as highly practical lethal devices, and under certain conditions they are more effective than firearms—especially if the arrows are poisoned. As this is "real archery," conducted by highly skilled professionals as a trade rather than as a recreation, I think it is worthwhile to study their techniques, especially as there is an unpleasant possibility that someday our troops may be up against these primitive archers even as they are already fighting primitive tribes in Southeast Asia. European troops have encountered bowmen in the Congo, often with disastrous results.

Probably the greatest native archers in the world today are the Wacamba of Kenya, East Africa. These men use poison arrows that are so deadly that there is good reason to fear they may exterminate the large game animals of Kenya within the next few years. Originally the Wacamba killed only for food, but the demand for ivory and rhino horns, used in powdered forms as an aphrodisiac throughout the Orient, has turned them into commercial hunters. Now that Kenya is independent, there is almost no control on their activities.

Their bows, of a dark mahogany color, are made from a tree called the "mutuba." Their bows are almost straight and have very little curve even when strung. There are no notches to hold the bowstring. Instead, strips of rawhide are wrapped around the bow to keep the string from slipping. The string is tied in place with an elaborate knot that must be untied whenever the bow is unstrung. The Wacamba do not use notches on their bows because they claim that a bow should be strung at different tensions, depending upon weather conditions. Of course, this cannot be done if the bowstring is always slipped into the same notch. After stringing his bow, an archer holds it to his ear and twangs the string. He can tell by the tone of the bow if the string should be tied more tightly or slightly relaxed.

The arrows are beautifully made, fletched with vulture feathers, and somewhat longer than an ordinary shaft. The feathers are glued in place with tree gum, and for greater security are also lashed on with sinew as fine as the finest silk

thread. The sinew is passed between each individual barb of the feather's webbing, the native fletcher doing the job so cleverly that the web is not disturbed. The shaft is made of a light, hollow reed.

The most ingenious part of the arrow is the head, made of hand-hammered iron and about twice the size of an ordinary broadhead. It has a stem about as thick as a knitting needle and some six inches in length. An inch or so of this stem is inserted in the hollow end of the reed shaft and held in place with gum. A wad of the gumlike poison is wrapped on the remaining five inches of the stem. No poison is put on the head itself, as the thin head cannot hold enough to kill large quarry.

The hunters always wrap the poisoned stems of the arrowheads with bandages of soft antelope hide to preserve the poison. It deteriorates rapidly if wet or exposed to the sun.

The Wacamba have a curious system for testing the strength of their poison. Before setting out on a hunt, the hunter will slash the upper part of his arm and let a trickle of blood run down to his hand. When the blood has reached the wrist, the hunter touches the blood with the poisoned stem of the arrow. Instantly the blood begins to turn black as the poison climbs steadily up the man's arm. Just before it reaches the open cut, the hunter wipes off the blood. The man can tell by the speed with which the poison mounts the trickle of blood just how potent it is.

The hunters go out in groups of seven or eight men. Their equipment consists of bows and arrows, knives, an adze for removing elephant tusks, and a fire stick for starting a fire. When they come to a drinking hole, they withdraw into the bush, string their bows, and build a small fire to warm the poison on their arrows and make it more potent. A few climb trees; others lie beneath shelving rocks; still others crouch under bushes. Sometimes during the evening a herd comes to drink. Then the poachers loose their arrows.

If the men are lucky, they will hit ten or fifteen elephants before the herd stampedes into the bush. The next morning, the hunters cut out the tusks of the dead elephants near the ambush. The elephants that have received only slight wounds will run for miles, but eventually the poison does its work on them. After allowing a day or so to elapse, the hunters climb trees and watch for the circling vultures that guide them to the rest of their kills. Such wholesale slaughter would be impossible with firearms.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *The hunting bow differs greatly from the military bow in that*
(*a*) it is longer, heavier, and more powerful; (*b*) it requires more bowmanship than stalking ability; (*c*) it is shorter, lighter, and less powerful; (*d*) none of the above.

_____ **2.** *The early or "primitive" bows were*
(*a*) made from one piece of material; (*b*) generally made of wood; (*c*) usually short and light; (*d*) all of the above.

_____ **3.** *The composite bow was*
(*a*) less powerful than the "self-bow"; (*b*) less elastic than wood; (c) a composite of wood and horn; (*d*) more powerful, durable, and elastic than the wooden self-bow.

_____ **4.** *The composite bow was brought to a high degree of perfection by*
(*a*) the Turks; (*b*) the Europeans; (*c*) "Robyn Hod"; (*d*) Edward III.

_____ **5.** *Most modern bows are made of*
(*a*) fine yew wood; (*b*) fiberglass and laminated steel; (*c*) wood and fiberglass laminated; (*d*) horn and wood.

_____ **6.** *Today, bows and arrows*
(*a*) are obsolete as weapons of war; (*b*) are used only for sport; (*c*) can be lethal and often more effective than firearms; (*d*) are primitive and ineffective against modern European troops.

_____ **7.** *Probably the greatest native archers today are*
(*a*) in North Vietnam; (*b*) in Southeast Asia; (*c*) in the South Pacific; (*d*) in East Africa.

_____ **8.** *The Wacamba of Kenya wrap the poisoned stems of arrowheads with bandages to preserve the poison—*
(*a*) always; (*b*) never; (*c*) rarely; (*d*) sometimes.

_____ **9.** *The Wacamba hunters use bows*
(*a*) with many elaborate notches; (*b*) highly curved when strung; (*c*) of blond "mutuba" wood; (*d*) of a dark mahogany color with no notches.

_____ **10.** *The hunters build a small fire to warm the poison on their arrows*
(*a*) to decrease the strength of the poison; (*b*) to make the poison more potent; (*c*) to weld the poison to the arrowhead; (*d*) to test the strength of the poison by mixing it with warm blood.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The football was *deflected* from the arm of the passer.
(*a*) thrown; (*b*) shot; (*c*) turned aside; (*d*) grabbed.

_____ **2.** Numerous *poachers* were hiding in the woods.
(*a*) trespassers; (*b*) cooks; (*c*) vermin exterminators; (*d*) cannibals.

_____ **3.** Every *sinew* felt the strain.
(*a*) tendon; (*b*) conscience; (*c*) beet; (*d*) eye muscle.

_____ **4.** The dream affected his senses like an *aphrodisiac.*
(*a*) indisputable truth; (*b*) silencer; (*c*) proverb or maxim; (*d*) stimulant.

_____ **5.** The soldier was *impaled* upon a spear.
(*a*) bled white; (*b*) cut in half; (*c*) run through or fixed; (*d*) urged forward.

_____ **6.** Are *traditional* values useful in this case?
(*a*) material; (*b*) customary; (*c*) newly derived; (*d*) unstable.

_____ **7.** *Laminated* wood has many uses.
(*a*) pressed in thin layers; (*b*) brightly colored; (*c*) artistically decorated; (*d*) expensive.

_____ **8.** The *trajectory* described an arc.
(*a*) speed; (*b*) size; (*c*) net; (*d*) path.

_____ **9.** *Lethal* weapons are customary in war.
(*a*) automatic; (*b*) approved by law; (*c*) deadly; (*d*) flame-producing.

_____ **10.** The situation continued to *deteriorate.*
(*a*) worsen; (*b*) improve; (*c*) disappear; (*d*) become critical.

What Do You Think?

Questions About the Story

1. Do you think that this article is interesting as well as informative? How could it have been made more interesting? Does the author offer enough facts to back up his opening statement that the bow is the most useful all-around weapon ever devised by primitive man?
2. Every specialized activity or sport seems to have its own unique vocabulary or phrasing. What is meant by some of the phrases and words taken from this story: "bow with a pull of one hundred pounds"? "transfix it with his shaft"? "a bow should be strung at different tensions"? "an archer holds it to his ear and twangs the string"? "fletched with vulture feathers"?
3. Does the author show the use of the bow throughout history and in many areas of the world? Does he offer any theories as to why or how the bow happened to be developed by so many diverse tribes which had no contact with each other? Primitive peoples in South America used bows as did also the people of Africa and Europe. How do you think they came to be invented?
4. The author seems disturbed at the prospect of using firearms against tribes which still use the bow and arrow. In fact, he states that the bow under certain conditions is more effective than firearms. How can this be so? Does the author tell us under what conditions? What do you think the conditions would be?
5. The poisoned arrow is certainly an unpleasant object to contemplate fighting against. Do you think that an arrow of this type would be usable in hunting for food?

Questions to Think About

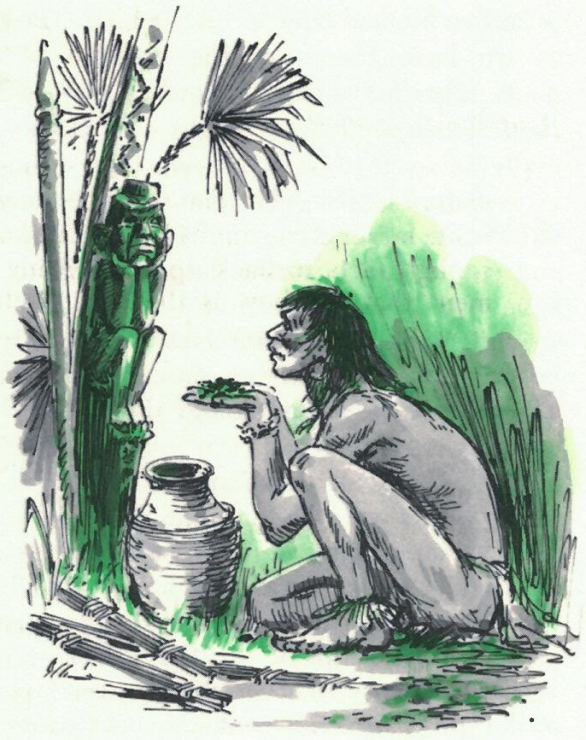
6. What do you think can be done to strengthen the conservation laws protecting animals from needless slaughter? Does one country have anything to say about conservation in another? Why do you suppose Kenya is seemingly unable to stop the extermination of much of its wildlife?
7. Do you think that killing by bow and arrow is any more cruel than killing with firearms? What about the sportsmanship of it? Where many tribes once killed only for food, they now kill for the commercial value of various parts of the animals. This cannot be called killing for necessity or even killing for sport. What would you call it?
8. What do you think would be a fair fight between animal and man? A bullfight? Deer hunting? Can we really call it fair when man has the lethal weapon with which to kill instantly? For what reason do men continue to hunt when it is no longer a necessary activity in order to survive? Is the desire to kill something instinctive? hereditary?
9. Archery can certainly be called a beautiful sport. The bow and the arrow are both slim and attractive to the eye; it is a quiet sport; it requires great skill and even, in some cases, strength. Why don't you think it is more popular?
10. How do you think the bow and arrow first came into being? Imagine what set of circumstances might have occurred to suggest this invention. What form do you think the first bow and arrow had? Would it be called a bow and arrow today in this form? What other inventions would necessarily precede the bow and arrow?

HAVE YOU SEEN THESE?

Field and Stream.	*Field and Stream Treasury*
Pope, Saxon.	*Hunting with Bow and Arrow*
Roosevelt, Theodore.	*Hunting and Exploring*

ESSAY 26

From Fear to Beauty



From primitive times, man has created gods to account for the mysteries which he cannot understand. Early man feared his gods, but the Greeks lived in better times and their gods could be loved and even laughed at.

GREEK AND ROMAN MYTHOLOGY is quite generally supposed to show us the way the human race thought and felt untold ages ago. Through it, according to this view, we can retrace the path from civilized man who lives so far from nature, to man who lived in close companionship with nature; and the real interest of the myths is that they lead us back to a time when the world was young and people had a connection with the earth, with trees and seas and flowers and hills, unlike anything we ourselves can feel. When the stories were being shaped, we are given to understand, little distinction had as yet been made between the real and the unreal. The imagination was vividly alive and not checked by the reason, so that anyone in the woods might see through the trees a fleeing nymph, or bending over a clear pool to drink behold in the depths a naiad's face.

The prospect of traveling back to this delightful state of things is held out by nearly every writer who touches upon classical mythology, above all by the poets. . . .

But a very brief consideration of the ways of uncivilized peoples everywhere and in all ages is enough to prick that romantic bubble. Nothing is clearer than the fact that primitive man, whether in New Guinea today or eons ago in the prehistoric wilderness, is not and never has been a creature who peoples his world with bright fancies and lovely visions. Horrors lurked in the primeval forest, not nymphs and naiads. Terror lived there, with its close attendant, Magic, and its most common defense, Human Sacrifice. Mankind's chief hope of escaping the wrath of whatever divinities were then abroad lay in some magical rite, senseless but powerful, or in some offering made at the cost of pain and grief.

This dark picture is worlds apart from the stories of classical mythology. The study of the way early man looked at his surroundings does not get much help from the Greeks. How briefly the anthropologists treat the Greek myths is noteworthy.

Of course the Greeks too had their roots in the primeval slime. Of course they too once lived a savage life, ugly and brutal. But what the myths show is how high they had risen above the ancient filth and fierceness by the time we have any knowledge of them. Only a few traces of that time are to be found in the stories.

We do not know when these stories were first told in their present shape; but whenever it was,

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primitive life had been left far behind. The myths as we have them are the creation of great poets. The first written record of Greece is the *Iliad.* Greek mythology begins with Homer, generally believed to be not earlier than a thousand years before Christ. The *Iliad* is, or contains, the oldest Greek literature; and it is written in a rich and subtle and beautiful language which must have had behind it centuries when men were striving to express themselves with clarity and beauty, and indisputable proof of civilization. The tales of Greek mythology do not throw any clear light upon what early mankind was like. They do throw an abundance of light upon what early Greeks were like—a matter, it would seem, of more importance to us, who are their descendants intellectually, artistically, and politically, too. Nothing we learn about them is alien to ourselves.

People often speak of "the Greek miracle." What the phrase tries to express is the new birth of the world with the awakening of Greece. "Old things are passed away; behold, all things are become new." Something like that happened in Greece. Why it happened, or when, we have no idea at all. We know only that in the earliest Greek poets a new point of view dawned, never dreamed of in the world before them, but never to leave the world after them. With the coming forward of Greece, mankind became the center of the universe, the most important thing in it. This was a revolution in thought. Human beings had counted for little heretofore. In Greece man first realized what mankind was.

The Greeks made their gods in their own image. That had not entered the mind of man before. Until then, gods had had no semblance of reality. They were unlike all living things. In Egypt, a towering colossus, immobile, beyond the power of the imagination to endow with movement, as fixed in the stone as the tremendous temple columns, a representation of the human shape deliberately made unhuman. Or a rigid figure, a woman with a cat's head suggesting inflexible, inhuman cruelty. Or a monstrous mysterious sphinx, aloof from all that lives.

These and their like were what the pre-Greek world worshiped. One need only place beside them in imagination any Greek statue of a god, so

normal and natural with all its beauty, to perceive what a new idea had come into the world. With its coming, the universe became rational.

Saint Paul said the invisible must be understood by the visible. That was not a Hebrew idea; it was Greek. In Greece alone in the ancient world people were preoccupied with the visible; they were finding the satisfaction of their desires in what was actually in the world around them. The sculptor watched the athletes contending in the games and he felt that nothing he could imagine would be as beautiful as those strong young bodies. So he made his statue of Apollo. The storyteller found Hermes among the people he passed in the street. He saw the god "like a young man at the age when youth is loveliest," as Homer says. Greek artists and poets realized how splendid a man could be, straight and swift and strong. He was the fulfillment of their search for beauty. They had no wish to create some fantasy shaped in their own minds. All the art and all the thought of Greece centered in human beings.

Human gods naturally made heaven a pleasantly familiar place. The Greeks felt at home in it. They knew just what the divine inhabitants did there, what they ate and drank and where they banqueted and how they amused themselves. Of course they were to be feared; they were very powerful and very dangerous when angry. Still, with proper care a man could be quite fairly at ease with them. He was even perfectly free to laugh at them. Zeus, trying to hide his love affairs from his wife and invariably shown up, was a capital figure of fun. The Greeks enjoyed him and liked him all the better for it.

On earth, too, the deities were exceedingly and humanly attractive. In the form of lovely youths and maidens they peopled the woodland, the forest, the rivers, the sea, in harmony with the fair earth and the bright waters.

That is the miracle of Greek mythology—a humanized world, men freed from the paralyzing fear of an omnipotent Unknown. The terrifying incomprehensibilities which were worshiped elsewhere, and the fearsome spirits with which earth, air and sea swarmed, were banned from Greece. It may seem odd to say that the men who made the myths disliked the irrational and had a love for facts; but it is true, no matter how wildly fantastic some of the stories are. Anyone who reads them with attention discovers that even the most nonsensical take place in a world which is essentially rational and matter-of-fact.

The terrifying irrational has no place in classical mythology. Magic, so powerful in the world before and after Greece, is almost nonexistent. There are no men and only two women with dreadful, supernatural powers. The demoniac wizards and the hideous old witches who haunted Europe and America, too, up to quite recent years, play no part at all in the stories. Circe and Medea are the only witches and they are young and of surpassing beauty—delightful, not horrible.

The world of Greek mythology was not a place of terror for the human spirit. It is true that the gods were disconcertingly incalculable. One could never tell where Zeus's thunderbolt would strike. Nevertheless, the whole divine company, with a very few and for the most part not important exceptions, were entrancingly beautiful. The early Greek mythologists transformed a world full of fear into a world full of beauty.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *To uncivilized peoples the earth was*
(*a*) a romantic place; (*b*) full of terrors; (*c*) a lovely vision; (*d*) full of loving divinities.

_____ **2.** *Myths were created by*
(*a*) early mankind; (*b*) Greek citizens; (*c*) Greek poets; (*d*) early historians.

_____ **3.** *Greek mythology describes*
(*a*) what early mankind was like; (*b*) what early Greeks were like; (*c*) what little value Greeks had for man; (*d*) the savage life of Greece.

_____ **4.** *Greek gods resembled*
(*a*) animals; (*b*) unhuman things; (*c*) monsters; (*d*) men.

_____ **5.** *Magic in Greek mythology*
(*a*) is the dominant force; (*b*) is important; (*c*) is nonexistent; (*d*) is sacred.

_____ **6.** *Greek mythology created a world*
(*a*) of beauty; (*b*) of unreality; (*c*) of fear; (*d*) of hideous individuals.

_____ **7.** *Witches and wizards were powerful in the world*
(*a*) after the Greek period; (*b*) during the Greek period; (*c*) before and after the Greek period; (*d*) at all times.

_____ **8.** *With the Greeks the most important thing in the universe was*
(*a*) their gods; (*b*) human beings; (*c*) literature; (*d*) the family.

_____ **9.** *Greek poets and artists found fulfillment of their search for beauty in*
(*a*) fantasy; (*b*) nature; (*c*) their gods; (*d*) man.

_____ **10.** *What word best describes the author's attitude toward the Greeks?*
(*a*) indifference; (*b*) admiration; (*c*) worship; (*d*) love.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** Marble *naiads* circled the fountains.
(*a*) magical fish; (*b*) gods of the forest; (*c*) warriors; (*d*) water nymphs.

_____ **2.** For *eons* the land was uninhabited.
(*a*) long periods of time; (*b*) centuries; (*c*) several years; (*d*) prehistoric times.

_____ **3.** Scientists are learning more about *primeval* life.
(*a*) classical; (*b*) religious; (*c*) of Middle Ages; (*d*) of earliest ages.

_____ **4.** *Anthropologists* have made studies of ancient skeletons.
(*a*) students of biology; (*b*) students of development of man and his culture; (*c*) students of sculpture; (*d*) students of monkeys and apes.

_____ **5.** The artist used a *subtle* blend of colors.
(*a*) harsh; (*b*) unusual; (*c*) delicate; (*d*) bright.

_____ **6.** The man was a *colossus* in his field.
(*a*) giant; (*b*) wizard; (*c*) failure; (*d*) rarity.

_____ **7.** The prisoner remained *immobile.*
(*a*) seated; (*b*) sullen; (*c*) alert; (*d*) motionless.

_____ **8.** Several teams were *contending* for the championship.
(*a*) playing; (*b*) eligible; (*c*) striving; (*d*) remaining.

_____ **9.** Most people believe in some kind of *omnipotent* being.
(*a*) religious; (*b*) just; (*c*) all-powerful; (*d*) godly.

_____ **10.** The young boy's *demoniac* conduct surprised everyone.
(*a*) evil; (*b*) angelic; (*c*) crude; (*d*) refined.

What Do You Think?

Questions About the Story

1. Edith Hamilton is known as one of the best authorities on Greek history and her books are read by millions. Do you think this excerpt is interesting as well as informative? Does it make you want to read more of her books? Why? Why not?
2. People usually read history without actually being there, that is, they read about things of the past, but do not think as the people of that period in time would think. How does Miss Hamilton help us to understand the beliefs of the uncivilized peoples? Why would these beliefs seem quite absurd today?
3. Classical mythology is sometimes quite beautiful and is still read widely today. What reasons does the author give for the great difference between classical mythology and the beliefs of the earlier civilizations?
4. What effect does the author feel ancient Greece has on the lives we lead today? Does she support this belief with any concrete evidence?
5. How does the author relate man's conception of himself in ancient Greece to man's conception of himself in earlier civilizations? Do you think we still have the Greek attitude about ourselves today? What evidence of it can you offer?

Questions to Think About

6. Greek humor shows up in her plays, her poetry, her literature, and even in her religion. Is there much humor in the books of the Bible? in the Koran? Do you think that the Greeks were not sincere in their beliefs, because of the fact that their myths contain so much humor? Should religion have a humorous side, do you think?
7. What made Greece such a marvelous place to live when we think of it in retrospect? Do you think that it really was? Do you think that everyone in Greece had a good time?
8. Whereas many of the myths of ancient Greece are light, airy, and full of fun, the myths of the Scandinavian people were ponderous, dark, and full of tragedy and violence. How do you explain this difference? Do you think it has anything to do with the climate? with the government? What do you think causes people in various geographical areas of the earth to be so different?
9. Where are there any primitive peoples living today? Do they still believe in mysticism, idols, and strange gods? How is it that civilization has not reached them and taught them to become civilized?
10. The advance of any new religion has destroyed much of beauty in the religions that preceded it. Do you think Christianity has destroyed anything of value to historians? Do you think the crusaders, explorers, and missionaries were always right in the way in which they converted so-called primitive peoples? Do you think that conversion to Christianity was ever used as a cover for quests for wealth and power? How are some of these things justified today, or are they?

HAVE YOU SEEN THESE?

Hale, W. H.	*Horizon Book of Ancient Greece*
Plutarch.	*Plutarch's Lives*
Warner, Rex.	*Eternal Greece*

Key to Reading Essays

Comprehension		Vocabulary	
Essay 1. This Is the Way It Started			
1. d	6. c	1. c	6. a
2. c	7. c	2. b	7. b
3. d	8. b	3. c	8. a
4. c	9. c	4. b	9. c
5. b	10. b	5. d	10. c
Essay 2. The Ethics of a Country Editor			
1. b	6. c	1. d	6. b
2. d	7. d	2. c	7. c
3. c	8. b	3. a	8. a
4. b	9. c	4. b	9. d
5. a	10. c	5. b	10. c
Essay 3. Ocean Dangers			
1. a	6. a	1. d	6. b
2. b	7. d	2. b	7. b
3. b	8. a	3. d	8. d
4. a	9. a	4. a	9. b
5. c	10. c	5. d	10. a
Essay 4. The Split-Level American Family			
1. c	6. d	1. b	6. a
2. d	7. b	2. a	7. b
3. a	8. c	3. a	8. d
4. b	9. b	4. c	9. c
5. c	10. c	5. c	10. a
Essay 5. Viking Ships			
1. b	6. b	1. a	6. a
2. d	7. c	2. d	7. a
3. b	8. c	3. b	8. c
4. c	9. c	4. c	9. c
5. c	10. d	5. c	10. b
Essay 6. What's Inside the Earth?			
1. b	6. d	1. b	6. b
2. b	7. a	2. c	7. a
3. a	8. b	3. a	8. c
4. c	9. b	4. d	9. b
5. a	10. b	5. a	10. d
Essay 7. "Sweet as Sugar"			
1. d	6. b	1. a	6. b
2. d	7. d	2. d	7. d
3. b	8. a	3. a	8. c
4. b	9. a	4. d	9. b
5. a	10. d	5. b	10. c
Essay 8. Ice Adventure			
1. b	6. a	1. d	6. c
2. d	7. d	2. a	7. d
3. a	8. a	3. c	8. c
4. b	9. d	4. a	9. a
5. b	10. a	5. c	10. a

Comprehension		Vocabulary	
Essay 9. Aspirin: The Wonder Drug			
1. d	6. d	1. b	6. a
2. a	7. d	2. c	7. d
3. d	8. c	3. a	8. c
4. a	9. d	4. b	9. a
5. c	10. b	5. c	10. b
Essay 10. King-Size Americans: Is It Good?			
1. d	6. a	1. a	6. d
2. d	7. d	2. a	7. a
3. c	8. c	3. c	8. b
4. a	9. c	4. c	9. d
5. b	10. d	5. c	10. b
Essay 11. As I Dance			
1. d	6. d	1. b	6. b
2. a	7. a	2. a	7. c
3. b	8. b	3. a	8. a
4. c	9. b	4. b	9. d
5. c	10. a	5. d	10. b
Essay 12. Survival on the Desert			
1. b	6. a	1. a	6. d
2. d	7. d	2. d	7. a
3. d	8. c	3. b	8. d
4. a	9. b	4. a	9. b
5. c	10. d	5. b	10. c
Essay 13. Now and Then at the Plaza			
1. b	6. c	1. d	6. a
2. a	7. a	2. b	7. d
3. d	8. a	3. c	8. c
4. c	9. c	4. a	9. b
5. b	10. d	5. a	10. c
Essay 14. Devils, Drugs, and Doctors			
1. b	6. c	1. c	6. a
2. b	7. a	2. c	7. a
3. d	8. d	3. a	8. a
4. a	9. c	4. b	9. c
5. b	10. b	5. c	10. b
Essay 15. Red Dog Dingo			
1. c	6. c	1. d	6. c
2. a	7. d	2. c	7. d
3. a	8. d	3. b	8. a
4. d	9. c	4. a	9. b
5. b	10. a	5. b	10. c
Essay 16. The Rule of the Majority			
1. b	6. a	1. c	6. c
2. a	7. d	2. b	7. b
3. b	8. a	3. d	8. c
4. d	9. c	4. a	9. b
5. c	10. d	5. a	10. a

Comprehension		Vocabulary	
Essay 17. Bonanza on Oil Creek			
1. a	6. c	1. a	6. c
2. a	7. c	2. b	7. b
3. c	8. d	3. c	8. b
4. c	9. a	4. b	9. c
5. b	10. b	5. a	10. c
Essay 18. Air Pollution			
1. a	6. b	1. d	6. a
2. b	7. b	2. c	7. d
3. c	8. d	3. b	8. c
4. a	9. c	4. d	9. a
5. d	10. d	5. b	10. c
Essay 19. They Climb by Night			
1. c	6. a	1. b	6. d
2. b	7. d	2. b	7. b
3. c	8. c	3. a	8. d
4. a	9. a	4. c	9. b
5. d	10. d	5. b	10. b
Essay 20. Socrates			
1. c	6. c	1. c	6. a
2. b	7. d	2. b	7. d
3. a	8. c	3. a	8. a
4. d	9. b	4. c	9. a
5. d	10. c	5. c	10. d
Essay 21. Philosophy in an Age of Science			
1. b	6. c	1. c	6. a
2. a	7. d	2. c	7. c
3. d	8. c	3. a	8. c
4. a	9. d	4. d	9. b
5. b	10. c	5. a	10. d

Comprehension		Vocabulary	
Essay 22. Shaking Hands			
1. a	6. c	1. b	6. c
2. c	7. a	2. b	7. a
3. b	8. a	3. a	8. d
4. b	9. d	4. c	9. d
5. d	10. b	5. d	10. c
Essay 23. The Elements			
1. c	6. c	1. d	6. a
2. d	7. c	2. d	7. d
3. c	8. a	3. a	8. b
4. a	9. a	4. a	9. c
5. d	10. c	5. a	10. d
Essay 24. On Going a Journey			
1. b	6. c	1. d	6. a
2. a	7. c	2. b	7. d
3. b	8. d	3. d	8. b
4. a	9. a	4. b	9. b
5. d	10. b	5. c	10. b
Essay 25. Hunting with Bow and Arrow			
1. c	6. c	1. c	6. b
2. d	7. d	2. a	7. a
3. d	8. a	3. a	8. d
4. a	9. d	4. d	9. c
5. c	10. b	5. c	10. a
Essay 26. From Fear to Beauty			
1. b	6. a	1. d	6. a
2. c	7. c	2. a	7. d
3. b	8. b	3. d	8. c
4. d	9. d	4. b	9. c
5. c	10. b	5. c	10. a

Conversion Table—Essays

Time (Minutes: Seconds)	Words per Minute								
	1	2	3	4	5	6	7	8	9
1:00	627	1043	1120	1141	981	992	1293	1029	840
1:10	537	894	960	978	841	850	1213	882	720
1:20	470	782	840	856	736	744	1137	772	630
1:30	418	696	747	761	654	662	1009	686	560
1:40	376	626	672	685	589	595	906	617	504
1:50	342	569	612	623	536	542	827	562	459
2:00	314	522	560	571	491	496	757	515	420
2:10	289	481	516	526	452	457	700	474	387
2:20	269	447	480	489	421	426	649	441	360
2:30	251	417	448	456	392	397	605	412	336
2:40	235	391	420	428	368	372	567	386	315
2:50	221	368	395	403	346	350	535	363	297
3:00	209	347	373	380	327	330	504	343	280
3:10	198	330	354	361	310	313	479	325	265
3:20	188	313	336	342	294	298	454	309	252
3:30	179	298	320	326	281	284	432	294	240
3:40	171	285	306	311	268	271	412	281	229
3:50	164	272	292	298	256	259	395	269	219
4:00	157	261	280	285	245	248	378	257	210
4:10	150	250	269	274	235	238	364	247	202
4:20	145	241	259	264	227	229	349	238	194
4:30	139	232	249	253	218	220	336	228	186
4:40	134	223	240	244	210	212	324	220	180
4:50	130	216	232	236	203	205	313	213	174
5:00	125	209	224	228	196	198	303	206	170
5:10	122	202	217	221	190	192	293	200	163
5:20	117	196	211	212	184	186	284	193	158
5:30	114	190	204	208	179	181	275	187	153
5:40	110	184	197	201	173	175	267	181	148
5:50	107	178	192	195	168	170	259	176	144
6:00	105	174	186	191	164	166	252	172	140
6:10	102	169	181	185	159	161	245	167	136
6:20	99	165	177	180	155	157	239	163	133
6:30	97	161	172	176	151	153	233	158	129
6:40	94	156	168	171	147	149	227	154	126
6:50	92	152	164	167	143	145	221	150	123
7:00	90	149	160	163	140	142	216	147	120
7:10	88	146	157	160	137	139	211	144	118
7:20	85	142	152	155	133	135	206	140	114
7:30	83	139	149	152	130	132	201	137	112
7:40	82	136	146	148	128	129	197	134	109

Time (Minutes: Seconds)	Words per Minute								
	1	2	3	4	5	6	7	8	9
7:50	80	134	143	146	126	127	193	132	108
8:00	78	130	140	143	123	124	189	129	105
8:10	76	127	137	139	120	121	185	126	102
8:20	75	125	134	137	118	119	182	123	101
8:30	74	123	132	135	116	117	178	121	99
8:40	72	120	129	131	113	114	175	118	97
8:50	71	118	127	129	111	112	171	116	95
9:00	70	116	124	127	109	110	168	114	93
9:10	68	114	122	124	107	108	165	112	92
9:20	67	112	120	122	105	106	162	110	90
9:30	66	110	118	120	103	104	159	108	88
9:40	65	107	115	118	101	102	156	106	87
9:50	64	106	114	116	100	101	153	105	86
10:00	63	104	112	114	98	99	151	103	84

Time (Minutes: Seconds)	Words per Minute								
	10	11	12	13	14	15	16	17	18
1:00	936	1767	1134	1350	727	1660	671	982	1055
1:10	802	1510	972	1152	623	1423	573	842	904
1:20	702	1328	851	1010	545	1245	502	737	791
1:30	624	1178	756	915	485	1107	446	655	704
1:40	562	1058	680	821	436	996	401	589	633
1:50	511	965	619	749	397	905	365	536	576
2:00	468	888	567	684	364	830	334	491	528
2:10	431	813	523	635	335	766	308	453	486
2:20	402	758	486	589	312	711	287	421	452
2:30	374	706	454	550	291	664	267	393	422
2:40	351	661	425	518	273	623	251	368	396
2:50	330	624	400	487	257	586	236	347	372
3:00	312	589	378	460	242	553	222	327	351
3:10	296	559	358	436	230	524	211	310	333
3:20	281	530	340	414	218	498	200	295	317
3:30	268	504	324	394	208	474	191	281	302
3:40	256	481	310	376	198	453	182	268	288
3:50	244	461	296	360	190	433	174	256	275
4:00	234	441	284	345	182	415	167	246	264
4:10	225	424	272	331	174	398	160	236	253
4:20	216	408	262	318	168	383	154	227	244
4:30	208	392	252	307	161	369	148	218	234
4:40	200	378	243	296	156	356	143	210	226
4:50	194	365	235	286	150	343	138	203	218
5:00	187	353	227	276	145	332	134	196	214
5:10	182	342	220	267	141	321	130	191	205

Time (Minutes: Seconds)	Words per Minute								
	10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
5:20	174	330	211	259	137	311	126	183	198
5:30	170	321	206	251	132	302	122	179	192
5:40	165	311	200	244	128	293	118	173	186
5:50	160	303	194	237	124	285	114	168	180
6:00	156	294	189	230	121	277	112	164	176
6:10	152	286	184	224	118	269	108	159	171
6:20	148	279	179	218	115	262	106	155	167
6:30	144	271	175	212	112	255	103	151	162
6:40	140	264	170	207	109	249	100	147	158
6:50	137	258	166	202	106	243	98	143	154
7:00	134	252	162	197	104	237	96	140	151
7:10	131	246	159	193	102	232	94	137	148
7:20	127	241	154	188	99	226	91	134	143
7:30	124	235	151	184	97	221	89	131	140
7:40	122	230	147	180	95	217	87	128	137
7:50	120	225	145	176	93	212	86	126	135
8:00	117	220	142	173	91	208	84	123	132
8:10	114	216	138	169	89	203	81	120	129
8:20	112	212	136	166	87	199	80	118	127
8:30	110	207	134	162	86	195	79	116	124
8:40	108	203	130	159	84	192	77	113	121
8:50	106	200	128	156	82	188	75	111	119
9:00	104	196	126	153	81	184	74	109	117
9:10	102	192	124	151	79	181	73	107	115
9:20	100	186	121	148	78	178	71	105	113
9:30	98	182	119	145	76	175	70	103	111
9:40	96	179	117	143	75	172	69	101	109
9:50	95	176	116	140	74	169	68	100	108
10:00	94	169	113	137	73	166	67	98	106

Time (Minutes: Seconds)	Words per Minute							
	19	**20**	**21**	**22**	**23**	**24**	**25**	**26**
1:00	994	660	627	993	1202	1141	1684	1398
1:10	852	566	537	851	1030	978	1422	1198
1:20	746	495	470	745	902	856	1261	1049
1:30	663	440	418	662	802	761	1122	932
1:40	596	396	376	596	721	685	1008	839
1:50	543	360	342	542	656	623	918	763
2:00	497	330	314	497	601	571	840	699
2:10	458	304	289	458	554	526	774	644
2:20	426	283	269	426	516	489	720	600
2:30	398	264	251	397	481	456	672	559
2:40	373	248	235	372	451	428	630	524

Time (Minutes: Seconds)	Words per Minute							
	19	**20**	**21**	**22**	**23**	**24**	**25**	**26**
2:50	351	233	221	351	424	403	594	493
3:00	331	220	209	331	400	380	560	466
3:10	314	209	198	314	380	361	530	442
3:20	298	198	188	298	361	342	504	419
3:30	284	189	179	284	344	326	480	400
3:40	271	180	171	271	328	311	458	382
3:50	259	172	164	259	314	298	438	365
4:00	249	165	157	248	301	285	420	350
4:10	239	158	150	238	288	274	404	336
4:20	230	152	145	229	278	264	398	323
4:30	221	147	139	220	267	253	372	310
4:40	213	141	134	213	257	244	360	299
4:50	206	137	130	206	249	236	348	289
5:00	199	132	125	199	240	228	340	280
5:10	193	128	122	193	233	221	326	271
5:20	187	123	117	185	224	212	316	260
5:30	181	120	114	181	219	208	306	254
5:40	175	116	110	175	212	201	296	246
5:50	170	113	107	170	205	195	288	239
6:00	166	110	105	166	201	191	280	233
6:10	161	107	102	161	195	185	272	226
6:20	157	104	99	157	190	180	266	221
6:30	153	102	97	153	185	176	258	215
6:40	149	99	94	149	180	171	252	210
6:50	145	96	92	145	175	167	246	204
7:00	142	94	90	142	172	163	240	200
7:10	139	92	88	139	168	160	236	196
7:20	135	90	85	135	163	155	228	190
7:30	132	88	83	132	160	152	224	186
7:40	129	86	82	129	156	148	218	182
7:50	127	84	80	127	154	146	216	179
8:00	124	83	78	124	150	143	210	175
8:10	121	81	76	121	147	139	204	171
8:20	119	79	75	119	144	137	202	168
8:30	117	78	74	117	142	135	198	165
8:40	114	76	72	114	138	131	194	161
8:50	112	75	71	112	136	129	190	158
9:00	110	73	70	110	133	127	186	155
9:10	108	72	68	108	131	124	184	152
9:20	106	71	67	106	129	122	180	150
9:30	104	69	66	104	126	120	176	147
9:40	102	68	65	102	124	118	174	144
9:50	101	67	64	101	123	116	172	143
10:00	99	66	63	99	120	114	168	140

Getting the Idea

IN READING ESSAYS you were concerned mainly with developing your speed and general comprehension of what you read. Of course, you must *think* to understand any kind of reading, but the exercises for the following selections test your *judgment* and your grasp of *ideas* stated or implied, more than in the essays. For most of the twenty-six selections there are two items taken from the following:

- Main idea – the "gist" of the selection; the most important idea; that is, the sum of the facts, opinions, and feelings of the author
- Implication – the most important idea or conclusion *suggested*, but not *stated*, by the facts, opinions, and feelings of the author
- Theme – about the same as main idea but not always as specific
- Tone – the "feeling" given by the selection, such as happiness, sadness, bitterness, optimism, or pessimism
- Writer's purpose – the reason for writing; for instance, is it to teach, to scold, to give facts, to change our minds, or to make us angry?
- Author's attitude – his feeling about the material in his selection; for instance, is he apologetic, or arrogant, or enthusiastic, or sympathetic?
- Description of the writing – similar to author's attitude, but may be less personal. Examples: Is it simple or complicated? Is it scientific or popular?

From the four choices in each of the two items, be sure to choose the best one. One may be entirely wrong, another partly right. Maybe one will seem right, but when you think a moment you will realize that it covers only a small part of the selection. You will want to take your time deciding which is really best. In some selections the questions are in another form. For instance, you may be asked to finish a story, or try to state the idea in another way. On page 148 are the answers to the exercises. Check your answers. Write the number that you answered correctly under *Getting the Idea* in the Record of Progress, pages 190–92.

1. Chocolate

¶ IF YOU DO NOT like the taste of chocolate, you are one in a million; for the flavor of chocolate is universally enjoyed in every part of the world. In the United States alone, some six million pounds of this delicious candy are consumed each year.

Although the great popularity of this delightful food stems from the last century, it is far from new. The earliest records of the serving of chocolate as a drink go back to the Aztecs of Mexico. There the chocolate, made from an extract of the cacao bean, was brewed into a rich and spicy drink. Soon its use spread widely, and the capitals of Europe were dotted with houses that specialized in providing hot chocolate for their customers.

Today chocolate is produced in almost exactly the same way it was in the time of the Aztecs. First the beans are removed from the seed pods of the cacao tree, a native of the tropics. Then these beans are fermented, dried, and roasted somewhat like coffee. Next the shells are taken off, and the inner portion is ground up into a creamy syrup or liquor from which every chocolate product is derived. The result is the chocolate that candymakers and cooks use daily all over the world for highly nutritious and tasty concoctions.

In addition to its many uses for candy, flavoring, and beverages, chocolate is now considered one of the best compact foods for polar explorations, mountain-climbing expeditions, and survival kits, in general. The taste that Montezuma and his people savored is now known from the South Pacific to the Russian steppes, from the streets of New York City and London to the jungle and wilderness trails of Africa and South America.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the extensive use of chocolate as food and flavor has a long history, but the preparation of chocolate has changed little during the past centuries; (*b*) the recent development of chocolate as a compact nutrient illustrates its importance as a universal food; (*c*) the importance of chocolate as a food is overshadowed only by its international use as a flavor; (*d*) more chocolate candy is consumed in this country than anywhere else in the world.

.....2. *The writing can best be described as* (*a*) boastful; (*b*) critical; (*c*) informative; (*d*) enthusiastic.

2. Simon Girty

¶ ALTHOUGH HIS ILL fame has gradually decreased, Simon Girty was once considered one of the cruelest and most treacherous men ever born. He was feared, hated, and despised by tens of thousands of his fellow men—and with good reason.

Young Simon grew up in dangerous and primitive times. Born to a pioneer family in Pennsylvania before the American Revolution, he suffered the usual privations of frontier existence, witnessed bloody Indian raids, was captured and lived among the Seneca tribe, and finally returned to people of his own kind. The British forces hired him as an interpreter, and when the Revolution broke out he recruited soldiers for the English cause. By the year 1779 the state of Pennsylvania placed a bounty of $800 on his head. He continued to fight for the British, taking part in Indian raids, even permitting captured Americans to be burned at the stake and otherwise tortured. When Mad Anthony Wayne defeated the confederated Indian tribes in 1794, Girty retired to his farm. He died peacefully in February, 1818, having outlived many American patriots and at least two obituaries.

Traitor, renegade, murderer, betrayer of his own people—all these hateful names were rightfully applied to Simon Girty. Perhaps the only good that can be attributed to him is that he sometimes saved fellow Americans from the stake.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) Simon Girty was lucky to live through all his adventures; (*b*) Girty was a dangerous and cruel man, even when the frontier was a place of bloodshed and sudden death; (*c*) Girty was the worst traitor ever to walk American soil; (*d*) Girty was a treacherous man, unfaithful to every person with whom he came into contact.

.....2. *The chief implication is* (*a*) Girty was simply better at defending his own skin than any other man of his time; (*b*) Simon Girty deserves his ill fame; (*c*) Girty should be remembered for his kind deeds; (*d*) Girty should have been burned at the stake for his treachery.

3. Showboat

¶ TODAY THE SHOWBOAT is largely a legend and a symbol of delightful entertainment in cities and hamlets along the banks of some of the navigable rivers of this country. But for many years the showboat folk brought some of the most thrilling dramatic experiences available to river-town people.

The showboat itself was in reality a dressed-up barge; except in the films and big-city musical comedy, the boat never moved under its own power. The huge craft possessed no paddle wheel and no propeller; it was moved from place to place by a towboat.

Showboat life was in many respects like that of circus people. In the spring the boat was painted and polished and generally bedecked for the coming season. Meantime the captain, the leading authority on all showboats, recruited his actors and crew for the months of entertainment. For larger ships, as many as twenty to thirty people were hired to act and man the craft. Acting roles soon fell into types: the captain regularly hired a villain, a handsome young man for the hero, a pretty young girl to portray the innocent heroine, and a comic or two. As in the traveling circus, actors often doubled up and played in the band; sometimes actresses helped with making and repairing costumes or even with the cooking, cleaning, and laundry.

When motion pictures came into popularity and the automobile made travel easy, the showboats slowly lost their popularity. But the showboat era was a time of exciting river life and happy experiences for the showboat folk. The style and color of that form of entertainment is gone, but there are still a few people who can recall the thrill of the cry "Here comes the showboat!"

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) showboat people led a hard, active, and prosperous life; (*b*) showboat life is best described as very similar to that of circus people; (*c*) the showboat offered thrilling dramatic entertainment for people along the navigable rivers but, with all its glamor, it is now a thing of the past; (*d*) showboat entertainment prepared the American public for television and musical comedy.

.....2. *Which word describes best what the author is trying to do?* (*a*) instruct; (*b*) criticize; (*c*) describe; (*d*) praise.

4. The Chisholm Trail

¶ IN MODERN TIMES the Chisholm Trail is traveled fictionally by all sorts of folk in cowboy westerns—books, motion pictures, and television. But during the quarter century from approximately 1865-1890, this trail was reality; it was a virtual lifeline for trail herdsmen moving northward from Texas with their cattle.

It seems probable that the route was named for Jesse Chisholm, a famous trader with the Indians. He laid out a wagon trail from his headquarters at the mouth of the Little Arkansas River up to the place now known as Anadarko, Oklahoma. Later the trail extended from the city of Brownsville, Texas, to Abilene, Kansas, but it followed one hundred fifty miles of the route established by Chisholm.

Prohibited by law from transporting their Longhorn cattle over Kansas territory because of the so-called Texas fever caused by ticks, Texas cattlemen had no good market for their beef until the Union Pacific Railroad put in facilities at Abilene to take care of large herds. Thereafter the Chisholm Trail became an interstate route of great significance. During the period from 1867-1889, more than six million beef animals passed over this old wagon trail. Economically the development of this route was of enormous importance. It opened up the northern ranges of Colorado, Wyoming, Montana, and North and South Dakota. It gave Texas a means of escaping the poverty that resulted from the Civil War. It reduced the price of beef in the United States and offered a major item for trade with the countries of Europe.

When the railroads built spurs south and west and established inexpensive freight rates, the Trail was no longer profitable. But from the late 1860's until the last decade of the nineteenth century, the Chisholm Trail was truly a great boon to the Southwest.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the Chisholm Trail was just another trail in the pioneer days of the Southwest; (*b*) this trail was of great importance economically not only to Texas but also to Americans in many other parts of the country; (*c*) the romantic stories about Jesse Chisholm's wagon trail are based on fact—it was a historic gateway to the West; (*d*) the Chisholm Trail offered herdsmen a means of transporting their cattle overland to better pasture lands.

.....2. *The writing can best be described as* (*a*) romantic; (*b*) zealous and enthusiastic; (*c*) realistic and factual; (*d*) cold and disinterested.

5. Whale Oil

¶ UNTIL THE MID-NINETEENTH century, whale oil was a definite necessity as an oil used extensively for lamps. But when petroleum was discovered and put into production for illumination, the price competition was too great. For the next fifty years the whaling industry dwindled away almost to a state of nonexistence.

However, in 1908, a French scientist devised a process of hydrogenation which changed the evil-smelling, fishy oil of the whale into an odorless, colorless, tasteless, and bland solid fat. For this fat, margarine and soapmaking industries made ever-increasing demands. Now began the development of systematic and well-organized fleets with mechanized equipment and businesslike operations. In 1925, the first modern whaling expedition was organized and sent into the Antarctic. Ever since the completion of that first expedition, the annual production of whale oil has averaged half a million tons, and the price has varied from about $400 down to $150 per ton, which is now considered the normal price level.

Most whaling is done in Antarctic waters, and most of the whaling fleets are controlled by Norwegian firms. From the blubber of the whale comes more than half of the whale oil; the rest is contained principally in whale bone.

Generally speaking, the longer the whale is, the greater its weight, and consequently the greater its oil content, too.

Whaling has changed greatly since the days when a sailing ship left a New England port to seek whale oil for lamps. But the oil from whales is once again a valuable commodity on the world market.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the whaling industry has its ups and downs as a source of income; (*b*) though once in very short demand, whale oil is now a necessity on the world market; (*c*) whale oil is produced in large quantities in modern times, and it has a relatively steady market; (*d*) the old whaling industry is gone, but getting whale oil is still an interesting occupation.

.....2. *The writer's chief purpose is to* (*a*) show that not all the romance has gone from sea occupations like whaling; (*b*) indicate that the sea offers mankind a good source of raw materials; (*c*) discuss the development of the whaling industry in modern times; (*d*) give detailed facts about the ways in which whale oil is used in modern times.

6. The Badlands

¶ AT ONE TIME or another the name of "Badlands" has been given to areas where living is extremely difficult for human beings in such states as Utah, North Dakota, Montana, Nebraska, Wyoming, Arizona, and New Mexico. But the term was originally used for a particular region of southwestern South Dakota and western Nebraska, and it is now most commonly applied to this section of the United States only.

The Badlands offer scenery and contrast that are unique in this country. It is a wilderness of varied prospect, with barren gulches, huge pinnacles of colored minerals stretching upward, mesas, and sudden patches of lush meadowland. This extraordinary mixture of stark desolation and green prairie grass was brought about by an unusual combination of climate, soil and rock formation, temperature range, and variable rainfall. Once covered by water, the soil and rock have been eroded and dissolved by wind and water into wide plains and extraordinary buttes, peaks, and canyons.

For the most part, the climate of the Badlands is extremely dry. But when it does rain, showers come suddenly; and the water rushes down to increase the depth of gullies and to wash away the loose soil from the hard rock formations in the valley and on the hills. Because the temperature ranges in extremes from very hot to freezing cold, the frost and drying action increase the breaking up of rocks.

The result is a most attractive region for touring—with startling contrasts, brilliant colors, and remarkable vistas. Thousands of sight-seers visit the Badlands every year.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the Badlands are a splendid tourist attraction for winter-sports enthusiasts; (*b*) this particular region in South Dakota and Nebraska is a strikingly interesting area with remarkable contrasts, brilliant colors, and beautiful scenery; (*c*) the Badlands offer unusual opportunities for camping and sight-seeing for summer visitors although rains are heavy and frequent; (*d*) the Badlands were well named because these areas are extremely difficult for all forms of animal life.

.....2. *The writer's chief purpose is to* (*a*) recommend that everyone visit the Badlands; (*b*) suggest that this area is one of our most attractive national preserves; (*c*) describe the interesting contrasts in scenery and to suggest how these came about; (*d*) give facts about the formation of the Badlands.

7. Crabbed Age and Youth*

¶ I OVERHEARD the other day a scrap of conversation, which I take the liberty to reproduce. "What I advance is true," said one. "But not the whole truth," answered the other. "Sir," returned the first (and it seemed to me there was a smack of Dr. Johnson in the speech), "Sir, there is no such thing as the whole truth!" Indeed, there is nothing so evident in life as that there are two sides to a question. History is one long illustration. The forces of nature are engaged, day by day, in cudgelling it into our backward intelligences. We never pause for a moment's consideration, but we admit it as an axiom. An enthusiast sways humanity exactly by disregarding this great truth, and dinning it into our ears that this or that question has only one possible solution; and your enthusiast is a fine florid fellow, dominates things for a while and shakes the world out of a doze; but when once he is gone, an army of quiet and uninfluential people set to work to remind us of the other side and demolish the generous imposture.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) some people know the whole truth; (*b*) every question that man can ask has just one possible solution; (*c*) some people can convince people there is only one side to a question; (*d*) there are two sides to every question.

.....2. *The author implies* (*a*) the world never recovers from an error in judging the truth; (*b*) Dr. Johnson knew the whole truth; (*c*) people who are very enthusiastic can lead others to the truth; (*d*) people eventually recover from believing that there is only one truth.

8. The Sunflower

¶ ONE OF THE FEW known sources of important nutrients not yet greatly exploited is the seed of the common sunflower. Probably it was first used for food by the American Indian, for it is a native North American plant. Of course, the Indians did not realize that it supplied precious vitamins and minerals, but they enjoyed munching on the nutlike seeds of the sunflower. Today scientists consider it one of the most remarkable of natural foods: it provides carbohydrates, protein, and significant quantities of calcium, thiamin, niacin, and other vitamins. When pressed, the seeds yield oil useful for cooking, salads, and the making of oleomargarine; when ground up, sunflower seeds produce a flour high in protein and very rich in iron. Moreover, the meal made from the seeds supplies extraordinarily fine food for poultry and livestock.

At present sunflowers are planted extensively for their seed in North and South America and Russia. Different strains of the plant prosper in hot and cold climates, in various soils, and in areas of high and low rainfall. The major difficulty right now is the height of the sunflower itself; some giant plants grow as high as thirty feet with huge treelike stems and enormous heads. But scientists are at work trying to develop new plants that will mature at heights suitable for harvesting with combines. In the predictable future the common sunflower may help to solve one of the world's most serious problems: insufficient food to sustain life in some of the most populous regions of the earth.

*Adapted from CRABBED AGE AND YOUTH by Robert Louis Stevenson.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) sunflower seeds offer the best natural food for man and beast; (*b*) the seed of the sunflower contains important nutrients, oils, and vitamins, but experimentation is still going on to develop plants that can be harvested by machine; (*c*) if sunflowers were introduced into some of the most overpopulated regions of the earth, the shortage of food supplies would be eliminated; (*d*) the sunflower is one of the few native American plants that supply remarkable quantities of carbohydrates, protein, and vitamins.

.....2. *The author's main purpose is to* (*a*) encourage further research on sunflower seeds; (*b*) indicate the useful nature of sunflower seeds for the nutrition of men and animals; (*c*) show how research scientists benefit mankind by their work on natural foods; (*d*) discuss the importance of oils obtained from the seeds of plants like sunflowers, soybeans, and peanuts.

9. The Buried Past

¶ Many of us who have lived in areas once frequented by the North American Indians have had the enjoyable experience of coming upon an arrowhead or two, the head of a stone ax or tomahawk, and the like. Those who have spent some time farming or hiking across country have occasionally stumbled upon bits of old garden tools, a broken piece of tableware or flowerpot, a pair of spectacles, or a tablespoon.

The inhabitants of the Old World, however, are accustomed to finding relics of the past, forgotten treasures, and long-lost remnants of life many decades or centuries old. Indeed, an excavation for the foundation of a new building, preparations for a new road, or even the turning over of the soil in the spring for planting the kitchen garden is likely to uncover something of interest. The observer may find a small store of coins several hundred years old, a bit of armor once worn in medieval combat, a fragment of an old Roman road. The past does lie buried, wherever we may be, but for Europeans mementos of historic occasions, as well as those of daily living and commonplace activities, are forever reappearing to the wonder and pleasure of twentieth-century people.

Perhaps the ring that disappeared last week or the tire iron left along the roadside will someday come to light for a twenty-second or thirty-fifth century dweller in America. It may well provide him with reasons to speculate upon the nature of life and times of the present era.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) relics of the past are only imperfectly concealed, and some day evidences of our own activities may be surprisingly discovered; (*b*) valuable treasure discovered in America is the source of great wealth to a few lucky persons; (*c*) the buried past is a source of great interest to historians only; (*d*) trained observers find most evidence of remnants of the past in Europe.

.....2. *The tone is* (*a*) romantic; (*b*) critical; (*c*) fanciful; (*d*) realistic.

10. Composed upon Westminster Bridge, September 3, 1802*

EARTH HAS NOT anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendor, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the writer's main purpose is to*
(*a*) show the majestic features of the landscape on a sunny day; (*b*) describe the beauties of the city in the stillness of the early morning; (*c*) picture the many structures on the skyline towers, rooftops, and smoking chimneys; (*d*) compare the quiet countryside with the noisy, bustling city.

.....2. *The author's attitude toward his subject is best described as*
(*a*) matter-of-fact; (*b*) deeply moved; (*c*) enthusiastic; (*d*) disinterested.

11. The Millionaire

¶ THE NINETEENTH CENTURY produced some of the most flamboyant millionaires and get-rich-quick adventurers ever recorded in history. But the fame of one of the fastest spenders in all America has been obscured by the Civil War, a far more significant series of events than any one man's exploits. Nevertheless, the brief fortunes of John Washington Steele are worth more than passing notice.

Orphaned as an infant, the boy was adopted by a childless Pennsylvania couple named McClintock. Before young Johnny came of age, both foster parents had died, leaving him a two-hundred acre farm. But this was not an ordinary farm. Oil had been discovered in great quantities, and royalties poured in. At the death of Sarah McClintock, John and his wife, Eleanor, left the farmhouse and took a trip to Philadelphia. By chance Steele met an enterprising newspaperman in his aimless wandering about the city, and the next day he read of himself as "Coal-Oil Johnny," the newest of the petroleum millionaires.

The young man was overwhelmed by this notoriety. At his twenty-first birthday, he left the farm for good—with $100,000 cash in his pockets. Nothing could stop him. He gave tremendous parties, rented an entire hotel by the day, bought a minstrel show and took it on tour with free admission to everyone, and generally spent his money faster than the oil wells could produce. Within twelve months he had thrown away more than a million dollars.

The rest of his life was an anticlimax; he drifted westward from one town to another until he finally found a job as a railroad freight agent in Nebraska. But by this time he knew that not even the fastest spender of them all could buy what he now wanted most of all, obscurity.

*By William Wordsworth.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is*
(*a*) sudden wealth always fails to bring out the best in people; (*b*) "Coal-Oil Johnny" had a good time while his money lasted but he was the victim of bad newspaper publicity; (*c*) John W. Steele was overwhelmed by his fortune, but ultimately he realized that notoriety was of far less significance than comfortable obscurity; (*d*) John Washington Steele was a victim of circumstances; he should have stayed on the farm.

.....2. *The expression that best describes what the author is trying to do is*
(*a*) scold; (*b*) give the facts; (*c*) teach; (*d*) entertain.

12. Ginseng

¶ GINSENG IS A PLANT that provides great comfort for the Chinese people. It has been venerated by them for many centuries, and today an average of two million dollars worth of this drug is exported annually to China from the United States. Because of the appearance of the plant, which resembles the figure of a man, certain medicinal beliefs sprang up long ago that still persist for the Chinese. Ginseng is a universal drug, like aspirin to any American. The Chinese consider that ginseng cures nervous diseases and restores strength. Indeed, a dying Chinese takes the drug to postpone death so that he can make arrangements for his funeral and dispose of his estate. It is prescribed to restore the lame man to health, to relieve indigestion, and even to strengthen the heart and spirit. Its use is so extensive that the plant is now almost extinct in China; consequently almost all ginseng has to be imported.

Although it is a very profitable export article from this country, American physicians agree that it has almost no curative powers. Scientific research has shown very little effect except psychological. Nevertheless, the century-old faith in ginseng continues to satisfy millions of Chinese people.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *The author's main purpose in this selection is to*
(*a*) ridicule the use of a worthless drug; (*b*) discuss one phase of the import problem among the Chinese; (*c*) show how the Chinese people have relied upon a foolish medical notion; (*d*) explain the traditional use of one drug for many diseases by the Chinese people.

.....2. *The writer's attitude toward ginseng and its use in the Orient is best described as*
(*a*) pessimistic; (*b*) factual; (*c*) cynical; (*d*) enthusiastic.

13. Eli Whitney

¶ THE FAME OF ELI WHITNEY for his invention of the cotton gin is justifiably great; but the early years of this remarkable Yankee, his difficulties with patent rights, his other inventions, and his role as the father of mass production deserve some attention also.

As a boy Eli was not a source of complete happiness to his father. Young Eli was of very little use in the fields of the family farm. But he was a tinkerer and a handyman at an early age. He made his own violin when he was twelve, and he established his first profitable commercial venture during the Revolutionary War. Because nails were very scarce at that time, Whitney started manufacturing them and did an excellent business until the end of the war. Next he paid his own way through Yale College. Accepting a position as a private tutor in Savannah, Georgia, Eli there became interested in the problem of separating short staple cotton from its seed. But delays in securing patent rights deprived him of most of the profits that might have accrued for this remarkable invention of the cotton gin.

Even more significant than this machinery, perhaps, to the modern manufacturer, was Whitney's introduction of the idea of mass production. When he turned to the making of guns for the government, he discovered that all the muskets were handmade. The consequence of this style of construction was that the failure of a single part made a gun useless until it could be laboriously repaired by a skilled craftsman. Whitney devised a plan to make all parts identical so that they would be interchangeable; consequently the manufacture of guns was utterly revolutionized. Thus Eli Whitney took one of the first major steps in the development of machine tools and quantity production.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) Eli Whitney was a great inventor but a poor businessman; (*b*) Whitney should be honored for his invention of the machine that brought wealth to the cotton states; (*c*) Whitney was a man of universal genius; whatever he did was of tremendous importance immediately; (*d*) Eli Whitney's activities as a young businessman, an inventor, and a manufacturer indicate the remarkable qualities of his inventive and practical mind.

.....2. *The author's chief implication is* (*a*) Whitney was as great an inventor as Thomas Edison; (*b*) Whitney had the ability to recognize a problem and develop a solution to it that was both new and practical; (*c*) Eli Whitney was more skillful in devising machinery than in making practical use of his inventions; (*d*) Whitney could have become immensely wealthy if he had remained in one business like the manufacture of nails or the production of cotton gins.

14. On the Grasshopper and Cricket*

THE POETRY of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead:
That is the Grasshopper's—he takes the lead
In summer luxury,—he has never done
With his delights, for when tired out with fun,
He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing never:
On a lone winter evening, when the frost
Has wrought a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half-lost,
The Grasshopper's among the grassy hills.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this poem the best main idea is* (*a*) the grasshopper is lazy; (*b*) the cricket in winter reminds everyone of summer days; (*c*) there is no ending to the poetry of the earth; (*d*) birds get out of the noonday sun.

.....2. *The tone is* (*a*) melodramatic; (*b*) sad; (*c*) cheerful; (*d*) sullen.

*By John Keats.

15. Water Witches

¶ GETTING AND MAINTAINING a good supply of water has always been a problem for human beings, from prehistoric days to the present. But springs and rivers dwindle to mere trickles, wells run dry, and rains are sometimes few and uncertain in many parts of the world. Yet people must have water, and our twentieth century demands for this precious liquid continue to rise. The problem is forever with us: what to do when the source of supply fails.

In cities and large metropolitan areas the technical experts take over: they drill hundreds of feet for new wells; they construct reservoirs to catch and hold rain water; and they build filtration plants for the conversion to human use of water in lakes and rivers.

However, in rural areas and small settlements remote from pond or stream, the solution is a different one, though the need for water remains the same. Scientists may scoff, and learned people may sneer, but the old notions persist. Very few persons admit to a belief in witches or evil spirits. Yet there are thousands now making use of a water supply that was first located by a "water witch." The modern term for a person who can successfully identify a flow of water beneath the earth's surface is "dowser."

Dowsers ordinarily do not boast about their peculiar talents, but they are frequently considered extremely useful to have around. All they do is secure a forked twig or branch—hazel is preferred but any green wood will serve—and move slowly about the landscape. With the fork held like an inverted Y, lightly pressed against the chest, and with palms up and thumbs turned outward, dowsers walk here and there until the butt of the fork bends downward. Careful dowsers check and recheck their locations, but where the twig bends down, they know they have found water. Let city dwellers, technical experts, and the skeptical ridicule. Millions of people now enjoy a good water supply because they were fortunate in finding a person who could "feel a strong pull" on the stick and say with authority, "Dig here."

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the water demands of twentieth-century people are so great that the superstitious will even employ a dowser to locate a well; (*b*) scientists and modern methods succeed in locating water, but dowsers too are thought by many people to have the power to point out a good site for a well; (*c*) water is a precious liquid; in time of great need it is wise to seek out a dowser; (*d*) water witches have been practicing their craft for centuries; they are now called dowsers.

.....2. *Which word describes best what the author is trying to do?*
(*a*) ridicule; (*b*) entertain; (*c*) puzzle; (*d*) explain.

16. The Riverbank

¶ THOUGHTFUL TRAVELERS returning from tours of European countries, whether they spent only a few weeks or a year or two on their foreign trips, often tell of their experiences. They recount happenings in Rome, the Alps, Oxford, and many another place they visited. But a great many now see their own country with new eyes, too.

During their travels they have become accustomed to beautifully kept public parks—often along the banks of rivers—clean streets, and tidy roadsides. Old World people seem to take immense pride in their parks and public walks. And the riverbanks are monuments to their enjoyment of the out-of-doors. The streams may be crowded with barges, pleasure craft, or houseboats; but the shore line is open, free of unsightly rubbish and trash, sometimes for almost the entire length of the river through a town.

But what of our own rivers? Are they objects of pride? Are the riverbanks near cities and towns kept sightly, given over to public walks and parks for those weary of remaining indoors

on sunny and pleasant days? Most Americans are forced to admit that the shore lines in their home town or state are frequently cluttered with dead trees and rank shrubs, heaps of rusting machinery, broken and castoff furniture, and rubber tires. Surely if the American public can build dams, bridges, and superhighways, it can give some energy and thought to the beautification of one of its potential natural attractions—the rivers and their banks.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) American parks are a disgrace when compared to those of the Old World; (*b*) American tourists enjoy travel in Europe greatly, but they realize that the people of this country should improve and take pride in beautifying some of our rivers; (*c*) the beautiful scenery of Europe reveals to American tourists that the Old World has much to offer in the way of beauty and culture; (*d*) people who tour Europe often return to the United States dissatisfied with living conditions in their homeland.

.....2. *The tone is* (*a*) factual; (*b*) critical; (*c*) boastful; (*d*) insulting.

17. Pharmacy

¶ FOR THE ORDINARY VISITOR to a modern American drugstore, the purchase of toilet articles, stationery, patent medical preparations, or notions is an everyday occurrence. The druggist often emerges from his prescription department, to be sure, but what he does there or what lies behind all his skillful practice is seldom thought of, although shelf upon shelf of bottles with extraordinary labels range along the walls of the store, and a sensitive scale or perhaps a mortar and pestle may catch the eye of an observant customer.

The truth is, however, that the present-day pharmacist is but the end result of literally thousands of years of effort and research. The art of the pharmacist was practiced in Egypt as much as 3500 years ago, and there are reliable records indicating that drug dispensing was a recognized profession as early as the eighth century B.C. in ancient Greece. Of course the apothecary then was likely to be a priest who pronounced strange spells and uttered mysterious incantations, but his principal stock in trade was medicinal plants, herbs, and minerals as it is today in part. Down through the centuries the dispenser of medicines has often held a prominent position in society, though there have been times when standards of performance and training were shockingly low.

Thus pharmacy has played a significant role in the development of Western culture for more than three thousand years. But today the druggist is prepared for his task as never before. He is required to have college training; he is licensed after passing a state examination; and he serves a period of apprenticeship before he can fill a prescription. He is an indispensable associate in the vital relationship between the patient and his physician.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the pharmacist has a long and honorable tradition behind him; (*b*) in ancient times pharmacy was a combination of mysterious incantations and crude medical practice; (*c*) the modern druggist spends most of his time in work other than preparing prescriptions; (*d*) the licensing of pharmacists is a modern practice which requires college training and state or federal supervision.

.....2. *The writer's chief implication is* (*a*) better supervision of pharmacy laws is necessary; (*b*) pharmacy has been an important aid to the practice of medicine since ancient times; (*c*) society today needs more and better- trained pharmacists; (*d*) as time passes, financial aid for research in pharmacy will be needed in ever-increasing amounts.

18. The Submarine

¶ As a weapon of war at sea, the submarine is a tremendously efficient and elusive adversary. So much has been done to develop and expand its range, fire power, size, and utility within the past half century that we are inclined to look upon it as largely a modern invention.

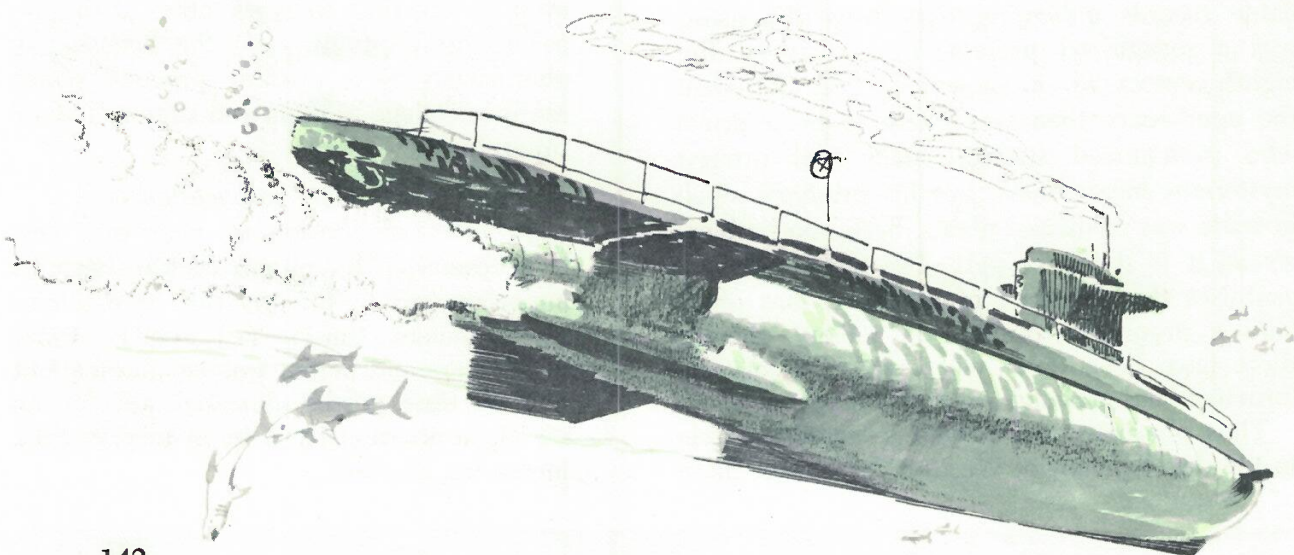
The truth, however, is that the submarine has a surprisingly long and interesting history. The very first use of a vessel to descend into the sea for any purpose related to military activity is attributed to Alexander the Great, back in the fourth century before Christ. Hundreds of years later, in 1620, a Dutchman by the name of Cornelius Van Drebbel succeeded in constructing a boat which he was able to navigate under water. The first American to do much experimenting with submersibles was the inventor of the steamboat, Robert Fulton. One of his undersea warships was called by a name known to all submariners, the *Nautilus*. But it was not until the Civil War that the submarine came to be recognized as a legitimate instrument of warfare. Confederate seamen in the *Hunley* scored the first sinking of any enemy vessel under combat conditions when they attacked the Union frigate *Housatonic* off Charleston, South Carolina, on February 17, 1864. Despite this successful action, little was done to equip American sea forces with this type of war vessel until John Philip Holland began his experiments at the close of the nineteenth century. Finally, on April 11, 1900, the United States Navy formally accepted its first undersea craft for commission, fittingly called the *USS Holland.*

Much has been accomplished since the *Holland* took the first sea trials, but it is well to remember that men dreamed about and experimented for centuries with successful underwater navigation.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) the submarine has a long and interesting history; in warfare it is largely a development of the nineteenth and twentieth centuries; (*b*) the need for underwater warships was recognized first about 1900; (*c*) from the time of Alexander the Great, undersea navigation has fascinated mankind; (*d*) submarines are the hope of the future in national defense.

.....2. *The best implication is* (*a*) submarines will continue to develop in range and fire power as time goes on; (*b*) with the tremendous advances in underwater navigation people are inclined to overlook early experiments in submarines; (*c*) American inventors have contributed most to successful underwater navigation; (*d*) though submarines are most successful today, it was the Confederate *Hunley* which proved that underwater war vessels were really practical.



19. Global Conservation

¶ ONE OF THE LITTLE-KNOWN activities supported by the United Nations Educational, Scientific, and Cultural Organization is a committee with the long and somewhat inclusive title of the International Union for the Conservation of Nature. Conservation is an enormous concept, however it is applied, but this particular group is primarily concerned with protecting animal and vegetable life which may be in the process of annihilation by man-made agents.

For example, an article in the UNESCO *Courier* reminds readers that well over five hundred animals are now in danger of extinction. The Union is interested in global conservation, and so it has mentioned on this list of disappearing animal species the Addo elephant of South Africa, the lion of Asia, the white desert antelope, and the one-horned rhinoceros. Of course, epidemics of disease and other predatory animals are partly responsible for the dangerous decrease in numbers, but principally it is the acts of stupidity of human beings that have served almost to eliminate these beasts from the face of the earth. Notable exceptions to this neglect of curious and interesting animals are the cases of the attractive little Australian bear called koala, the trumpeter swan, and the wild bison, all of which are now protected by wildlife reserves in their respective countries.

The Union for Conservation is also instrumental in the protection of vegetable life. Certain wild plants in West Germany were saved from destruction by army tanks, and the Japanese counterpart of the great American redwood tree called the Yaku-sugi was rescued from almost inevitable extermination when the construction of a dam threatened its future.

The waves of civilization continue to engulf natural phenomena regularly, but this UNESCO committee is functioning to protect many animals and plants from the fate of such creatures as the great auk and the passenger pigeon.

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) conservation is important, even to the extent of protecting strange animals and plants; (*b*) civilization is destroying old customs and natural growth, and some steps must be taken to halt this destruction; (*c*) UNESCO funds support a group which seeks to prevent the extinction of disappearing animals species and plant life; (*d*) from the global point of view it is essential to protect wildlife from the destructive forces of mankind's reckless acts.

.....2. *The chief implication is* (*a*) man has destroyed the balance of nature, which must be restored by conservation; (*b*) the UNESCO committee is a conservative force, seeking to prevent the onrush of progress; (*c*) through man's stupidity, many interesting plants and animals are being thoughtlessly and needlessly destroyed, without regard for the consequences; (*d*) civilization urgently needs to protect some of the disappearing wild animals and plants.

20. Don Quixote Attacks the Wind-Mill*

¶ "WHAT GIANTS?" said the servant, Sancho Panza.

"Those whom thou seest yonder," answered Don Quixote, "with their long-extended arms; some of that detested race have arms of so immense size that sometimes they reach two leagues in length."

"Pray, look better, sir," quoth Sancho; "those things yonder are no giants, but wind-mills; and the arms you fancy, are their sails, which, being whirled about by the wind, serve to make the mill go."

*Adapted from DON QUIXOTE by Cervantes.

"It is a sign," cried Don Quixote, "thou art but little acquainted with adventures. I tell thee they are giants; and therefore, if thou art afraid, go aside and say thy prayers, for I am resolved to engage in a dreadful, unequal combat against them all." This said, he clapped spurs to his horse.

"Stand, cowards," cried he as loud as he could; "stand your ground, ignoble creatures, and fly not basely from a single knight, who dares encounter you all." At the same time the wind rising, the mill-sails began to move.

He rushed upon the first wind-mill he could come at, and, running his lance into the sail, the wind whirled it about with such swiftness, that the rapidity of the motion presently broke the lance into shivers, and hurled away both knight and horse along with it, till down the knight fell, rolling a good way off in the field.

"Mercy on me!" cried Sancho, "did I not give your worship fair warning? Did I not tell you they were wind-mills, and that nobody could think otherwise, unless he had also wind-mills in his head?"

"Peace, friend Sancho," replied Don Quixote: "there is nothing so subject to the inconstancy of fortune as war. I am verily persuaded that cursed magician has transformed these giants into wind-mills, to deprive me of the honor of the victory."

In the blank at the beginning of the sentence write the letter of the correct answer.

.....1. *In this selection the best main idea is* (*a*) Don Quixote is a completely mad old man with utterly crazy notions; (*b*) Don Quixote imagines he is in combat with a force of giants, even though his servant tells him plainly that what he sees are wind-mills; (*c*) if a man wants to, he can find monsters anywhere even if they look like wind-mills; (*d*) Sancho Panza considers his master to be a fanciful old gentleman, but the servant will let Don Quixote do whatever he wishes.

.....2. *The writing can best be described as* (*a*) matter-of-fact; (*b*) amusing but not bitter; (*c*) ridiculous; (*d*) sarcastic.

21. Home Lighting

¶ When you walk into a darkened room and turn on the electric power which instantaneously floods all or part of the area with bright light, do you realize that this action represents a tremendous advance in human comfort and inventiveness that has developed only within the past century? Good home lighting is largely taken for granted today. About the only time people notice its usefulness is when it is lacking.

However, scarcely more than a hundred years ago, many homes were illuminated by means of a wick which drew up oil from an open vessel like a saucer, or by candles made from animal or vegetable oils.

Somewhat later there was widespread use of lamps with a petroleum product, kerosene or coal oil, as fuel. If you have never had to clean and trim the wick, or wash the globe, or fill the oil receptacle of a kerosene lamp, you can hardly imagine the amount of time spent by your ancestors just keeping the lights in order.

Still later, gas lighting came into use. At first open jets were turned on and a match applied. Then the gas mantle was developed.

Today, electric lighting is universal in urban areas. It too has changed from the crude designs of Edison's incandescent glass globe to variously shaped bulbs, fluorescent tubes, and many

varieties of concealed and indirect illumination.

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *The writing here can best be described as* (*a*) scientific; (*b*) literary; (*c*) colloquial; (*d*) popular.

_____ 2. *Which phrase best describes the main idea?*
(*a*) time improves everything; (*b*) we are happier today than our ancestors were; (*c*) home lighting has increased in efficiency; (*d*) it is easier to read a book than it used to be.

22. Antony and Cleopatra

¶ WHATEVER PASSION Cleopatra professed for Antony, as he perfectly knew her character for dissimulation, and that she was capable of the blackest crimes, he apprehended, I know not upon what foundation, that she might have thoughts of poisoning him, for which reason he never touched any dish at their banquet till it had been tasted. It was impossible that the queen should not perceive so manifest a distrust. She employed a very extraordinary method to make him sensible how ill founded his fears were: and at the same time, if she had so bad an intention, how ineffectual all the precautions he took would be. She caused the extremities of the flowers to be poisoned, of which the wreaths, worn by Antony and herself at table, according to the custom of the ancients, were composed. When their heads began to grow warm with wine, in the height of their gayety, Cleopatra proposed to Antony to drink off those flowers. He made no difficulty; and after having plucked off the ends of his wreath with his fingers, and thrown them into his cup filled with wine, he was upon the point of drinking it, when the queen, taking hold of his arm, said to him, "I am the poisoner against whom you take such mighty precaution. If it were possible for me to live without you, judge now whether I wanted either the opportunity or means for such an action." Having ordered a prisoner, condemned to die, to be brought thither, she made him drink that liquor, upon which he died immediately.

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Which phrase best characterizes Cleopatra?*
(*a*) cruel, tactless, and clumsy; (*b*) charming, calculating, and cool-hearted; (*c*) warm-hearted, clever, and beautiful; (*d*) cold, compassionless, and headstrong.

_____ 2. *The tone of this writing can best be described as*
(*a*) bitter; (*b*) joyful; (*c*) matter-of-fact; (*d*) comic.

23. Famous Men*

Read the passage. Then write the answers to the questions.

¶ THEY GAVE THEIR bodies to the commonwealth and received, each for his own memory, praise that will never die, and with it the grandest of all sepulchres, not that in which their mortal bones are laid, but a home in the minds of men, there their glory remains fresh to stir to speech or action as the occasion comes by. For the whole earth is the sepulchre of famous men; and their story is not graven only on stone over their native earth, but lives on far away, without visible symbol, woven into the stuff of other men's lives.

a) Try to rewrite this passage. Can you give it a "tone" as poetic and grand as the original?_____

_____

_____

_____

* *By Pericles.*

b) Which is more important in giving feeling to the passage—the *words* or their *arrangement?* Why? .....

c) Would any other word be as good here as *sepulchre?* Why not? How about *grave* or *vault?*

d) Can you substitute a word for *graven?* Is it as good? .....

e) There are only two sentences in this passage. Can you think of a reason for this? .....

24. Education

As you read the following passage, try to evaluate the author's knowledge and attitude. Then answer the questions.

¶ SOME HIGH-FALUTIN people has the notion that grammer and punctuating is important they talk about english as if it was something you got to latch on to to be a success but they don't know that my grandfather made money only he didn't ever go to school past the third grade. They say words mean certain things but I say a word means what you want it to mean. Nobody has to know many words to get along and getting along is what counts. Who cares what folks think if they don't like the way I write why they don't have to read it. I get along alright and my english is as good as the next. None of that slave work for me, learning about grammer and words and things like that! I don't need it!

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *In this piece the author's attitude is based on*
(*a*) humility; (*b*) intelligence; (*c*) emotion; (*d*) philosophy.

..... 2. *The tone of this piece is*
(*a*) arrogant; (*b*) pessimistic; (*c*) joyful; (*d*) none of the above.

Key to Getting the Idea

	First Answer	Second Answer
1. Chocolate	a	c
2. Simon Girty	b	b
3. Showboat	c	c
4. The Chisholm Trail	b	c
5. Whale Oil	c	c
6. The Badlands	b	c
7. Crabbed Age and Youth	d	d
8. The Sunflower	b	b
9. The Buried Past	a	d
10. Composed upon Westminster Bridge	b	b
11. The Millionaire	c	b
12. Ginseng	d	b
13. Eli Whitney	d	b
14. On the Grasshopper and Cricket	c	c
15. Water Witches	b	d
16. The Riverbank	b	b
17. Pharmacy	a	b
18. The Submarine	a	b
19. Global Conservation	c	c
20. Don Quixote Attacks the Wind-Mill	b	b
21. Home Lighting	d	c
22. Antony and Cleopatra	b	c
24. Education	c	a

BUILDING VOCABULARY

Importance of Vocabulary

ONCE A PERSON has learned to speak, he is often so busy saying what he means—or thinks he means—during the rest of his life that he ordinarily overlooks the *words* themselves. In a way, this practice is good, and fortunate, too, for one cannot be forever pausing to decide what each word signifies, or nearly all communication would be stopped or long delayed. But in another real sense, one *must* pay attention to words, since they are the tools by which we make ourselves understood.

Truly, words are tools, as the carpenter's or plumber's or electrician's hammer, wrench, or soldering iron is the means by which he does his daily tasks. A good craftsman, like a carpenter, if he thinks for just a moment, will realize that words are even more indispensable to him than his hammer. Without words the woodworker cannot be told what is wanted, he cannot order his materials, he can scarcely even buy his hammer, unless he resorts to sign language and can see and point to the thing he needs.

Consequently, a good supply of words, the tools of expression, is absolutely necessary to everyone, not only for work, but also for the other activities with which one occupies his life from the time he gets up in the morning until he goes to bed at night, and from early infancy until death. Should not everyone, therefore, try to equip himself with the largest and best vocabulary he can possibly acquire throughout his lifetime?

How good is your vocabulary? Let's find out. Within the next five pages are five graded-vocabulary tests. Start with the first and go as high as your grade level indicates.

Test 1. *The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter eighth grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... 1. *Hart* (härt) means
(*a*) adult male red deer; (*b*) large South African antelope; (*c*) horse or pony kept for hire; (*d*) bold or brave man.

..... 2. *Rill* (rĭl) means
(*a*) kind of rocking chair; (*b*) small deer of Europe and Asia; (*c*) straight, slender wand; (*d*) small mountain stream.

..... 3. *Obstinate* (ŏb′ stĭ · nĭt) means
(*a*) out of date; (*b*) careful; (*c*) noisy; (*d*) stubborn.

..... 4. *Thwart* (thwôrt) means to
(*a*) strike with a flat, heavy object; (*b*) hinder or defeat; (*c*) strangle; (*d*) contradict.

..... 5. *Bard* (bärd) means
(*a*) poet; (*b*) wild sheep of Africa; (*c*) bud of a plant; (*d*) tropical wading bird.

..... 6. *Chink* (chĭngk) means
(*a*) narrow opening; (*b*) anything worthless; (*c*) string of a musical instrument; (*d*) small ape of central Africa.

..... 7. *Eddy* (ĕd′ ĭ) means to
(*a*) move little by little; (*b*) whirl; (*c*) border, edge; (*d*) strengthen, intensify.

..... 8. *Wane* (wān) means to
(*a*) grow less; (*b*) increase in size; (*c*) mourn; (*d*) abandon.

..... 9. *Garret* (găr′ ĕt) means
(*a*) building where grain is stored; (*b*) attic; (*c*) place where soldiers are stationed in a fort; (*d*) movable passageway.

.....10. *Predecessor* (prĕd′ ē · sĕs′ ẽr) means
(*a*) one who leads the singing of a congregation; (*b*) one who has gone before another; (*c*) in the early church, a priest or elder; (*d*) one who claims a throne.

.....11. *Via* (vī′ ȧ) means
(*a*) along the side of; (*b*) by the way of; (*c*) in or into that place, time, or thing; (*d*) following as a natural result or effect.

.....12. *Abate* (ȧ · bāt′) means to
(*a*) urge on or encourage; (*b*) lessen, diminish; (*c*) reduce, as in rank or estimation; (*d*) destroy the self-possession of.

Since none of us is born with a lively and extensive vocabulary, the problem is to find ways of increasing word power. The truth is, however, that there is no swift and easy way to gain mastery of a large number of words. Faithful use of a good dictionary, memorizing lists of words, studying prefixes and roots of words, paying attention to the words we come upon in our daily duties—all these practices help. But is this sort of activity worth the effort? Convincing proof is now at hand. Measurement of a person's vocabulary shows a very great deal. For example, the vocabulary portions of entrance tests at several large universities give excellent indications of what each student is likely to achieve in college. If he scores in the upper third in this test, he will almost always do superior work throughout his college career; if his score is in the middle third, he will most likely get along without much trouble. But if his grade on the vocabulary test is low, he will probably have a great deal of difficulty and may be forced to leave college.

This proof of the importance of an extensive vocabulary is not limited to college life. It also applies most significantly to all sorts of work outside of school. In fact, possession of a large vocabulary is the one *single* quality that successful men and women share in every walk of life. Prominent businessmen, professional people, executives, industrialists, doctors, teachers, lawyers, scientists—all have an unusual grasp of the meanings of an enormous number of words. It would seem that since words are the tools of thought, those who have the largest vocabularies can think best and do the most outstanding work in their chosen fields.

Improvement of vocabulary is clearly worth striving for, whatever time and effort it may require.

Test 2. *The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter ninth grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... 1. *Proffer* (prŏf′ ẽr) means to
(*a*) admit freely; (*b*) improve by experience; (*c*) offer; (*d*) pour forth.

..... 2. *Blight* (blīt) means to
(*a*) make a pledge; (*b*) shrink back; (*c*) interfere with; (*d*) ruin.

..... 3. *Supplant* (*sŭ* · plănt′) means to
(*a*) take the place of; (*b*) start a colony; (*c*) bury deep; (*d*) strike.

..... 4. *Visage* (vĭz′ ĭj) means
(*a*) vivid picture created by the imagination; (*b*) far view, as over a landscape; (*c*) face of a person or an animal; (*d*) person who sees visions.

..... 5. *Allude* (*ă* · lūd′) means to
(*a*) escape; (*b*) sneak quietly away; (*c*) deceive; (*d*) refer indirectly.

..... 6. *Dissolution* (dĭs′ ŏ · lū′ shŭn) means
(*a*) finding a way out of a difficulty; (*b*) breaking up, as of a partnership; (*c*) deception; (*d*) solving a problem.

..... 7. *Raiment* (rā′ mĕnt) means
(*a*) small branch; (*b*) fortification; (*c*) small fragment; (*d*) clothing.

..... 8. *Waft* (wȧft) means to
(*a*) take advantage of; (*b*) mark with stripes; (*c*) strike lightly; (*d*) move, as by the action of the wind.

..... 9. *Heath* (hēth) means
(*a*) row of shrubs or trees; (*b*) tract of waste land; (*c*) floor of a fireplace; (*d*) central part of the trunk of a tree.

.....10. *Vanquish* (văng′ kwĭsh) means to
(*a*) conquer; (*b*) hide; (*c*) destroy; (*d*) disappear.

.....11. *Constrained* (kŏn · strānd′) means
(*a*) weakened; (*b*) bargained for; (*c*) restrained; (*d*) well-trained.

.....12. *Defile* (dẽ · fīl′) means to
(*a*) sharpen; (*b*) describe or explain; (*c*) bring dishonor; (*d*) throw away.

WHY PEOPLE TODAY SAY

desultory In the Roman circus one of the most popular sports was performed by a *desultor,* meaning "one who leaps." This "leaper" rode two horses by vaulting expertly from one animal to the other. When people today speak of *desultory* conversation, they mean a conversation in which the participants flit from one subject to another.

Furthermore, it is well known that most people acquire more than half their power over words during their youth and early maturity. By the time a person is twenty-three or twenty-four years old, he usually has gained at least fifty per cent of all the knowledge of words he will *ever* have. So the time to do something about vocabulary growth is always now—as early as possible in the lives of all young men and women, if they wish to be successful, not only as wage earners but as persons of respect and importance in their communities.

Words can change our lives.

First of all, it is well to remember that words are never merely words. They mean what readers and listeners, writers and speakers think they mean. Almost half the lawsuits over contracts in this country come about because the buyer understands the words in his contract to mean either more or less than they do to the seller. Even a single word can sometimes cause a great deal of misunderstanding. For example, the members of a state legislature decided that to carry out their duties, they would have their meetings every two years. Accordingly they passed a law stating that they would meet *biannually.* A few days later, they realized that *biannually* means *twice a year,* not what they all thought it meant. So they had to call a special session in order to change just the one word, *biannually,* to *biennially.* Lack of precise knowledge of what words really mean can be expensive in time and money.

Test 3. *The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter tenth grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... 1. *Bane* (bān) means
(*a*) word used in magic; (*b*) high object to show the way the wind blows; (*c*) source of injury or harm; (*d*) public disapproval.

..... 2. *Latent* (lā′ tĕnt) means
(*a*) present, but remaining hidden; (*b*) recent; (*c*) of or relating to the side; (*d*) tolerant.

..... 3. *Allay* (ă·lā′) means to
(*a*) unite by reason of likeness, affection, or friendship; (*b*) tempt by using a bait; (*c*) reduce the purity of by mixing with something less valuable; (*d*) relieve, as pain or distress.

..... 4. *Glean* (glēn) means to
(*a*) dazzle; (*b*) collect with patient labor; (*c*) descend smoothly, as in aviation; (*d*) catch a quick look at.

..... 5. *Yew* (yōō) means
(*a*) female sheep; (*b*) kind of evergreen tree; (*c*) wide-mouthed pitcher; (*d*) large rope for towing a ship.

..... 6. *Aperture* (ăp′ ẽr·tûr) means
(*a*) opening or hole; (*b*) place where bees are kept; (*c*) place set apart for walking; (*d*) summary.

..... 7. *Stanch* (stänch) means to
(*a*) keep at a distance; (*b*) check the flow of blood; (*c*) irritate, annoy; (*d*) discolor.

..... 8. *Pinion* (pĭn′ yŭn) means to
(*a*) think; (*b*) reach the highest point; (*c*) pierce by a pin; (*d*) bind the wings or arms of.

..... 9. *Lea* (lē) means
(*a*) sheltered place; (*b*) room for action; (*c*) wreath or garland of flowers; (*d*) pasture or meadow.

.....10. *Consort* (kŏn′ sôrt) means to
(*a*) plot; (*b*) associate; (*c*) do something frequently; (*d*) classify.

.....11. *Divers* (dī′ vẽrz) means
(*a*) unlike; (*b*) extremely amusing; (*c*) several; (*d*) confusing.

.....12. *Emit* (ė̃·mĭt′) means to
(*a*) send forth; (*b*) show gratitude; (*c*) imitate; (*d*) complain.

Because the English language is extraordinarily rich in the means by which English-speaking people may express themselves and understand each other, it is essential to have a wide acquaintanceship with words and their ways. Reading, more reading, and still more reading give the best results. Just as we can never know all the qualities of a person until we have met him, talked with him, and associated with him under a variety of circumstances, so we must also become acquainted with words by considering them carefully. For words may have specialized meanings under particular conditions, and they may take on new or changing shades of meaning as they are used to express ideas. Take, for instance, the word *rose*. To most of us a rose is a plant which produces beautiful flowers, or it is the flower itself. But it means a special way of cutting a precious gem, like a diamond, to a jeweler; it is a compass card to a mariner; and to a machinist or engineer, it may identify a perforated nozzle for delivering liquid in fine jets. Hundreds of English words have specialized meanings peculiar to certain occupations or subject matter.

The more we read and become aware of our language, the more we realize how many words can express hidden significance. Even an everyday three-letter word like *cat* may suggest several different ideas. Commonly by *cat* we designate a four-legged domesticated animal. But notice the shades of meaning in the following statements: he walks like a cat (that is, he moves with swift, quiet resourcefulness); he is a cat (he speaks with a sharp and cruel tongue, often with little regard for the truth; or, in criminal circles, he climbs porches, drainpipes, to get into the upper floors of houses to steal); he is cunning as a cat (he conceals his purpose until he can take every advantage of his opponent); he takes his comfort like a cat (he enjoys good food, warmth, and pleasant surroundings). If a simple word like *cat* may imply

these and other meanings, then complex, abstract words, like *loyalty, patriot, government, honesty, freedom,* and *honor,* may suggest a great variety of different meanings as these words occur in different circumstances.

Consider the word *democracy.* What does it mean to you? This same word was recently used in an experiment; several people were told to give their immediate responses when they heard *democracy* mentioned. Every person in the room gave a different meaning. One said it meant *anticommunism;* another thought at once of *Washington, D. C.* Others specified *self-rule, Congress, the American flag,* and *free elections.* Not one of the six people involved supplied the standard dictionary definition, "government by the people." But these responses did not show that the persons in the experiment were ignorant of the meaning of *democracy.* The different responses do indicate, however, that words may have *two* or *more* shades of meaning for different people.

In the understanding of words and their ways in English, it is useful to consider two terms. *Denotation* refers to the recognized, accepted definition of a word as found in a dictionary. But *democracy* and thousands of other words in our language are likely to suggest other ideas. This additional meaning that many words imply is termed the *connotation* of a word. Hence it is well to remember that the language is made up of words with at least two kinds of meaning. It is also safe to assume that *connotation* often includes personal or emotional significance which may at times be of more importance than the recognized dictionary definition.

Test 4. *The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter eleventh grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... 1. *Perverse* (pẽr′ vûrs′) means
(*a*) contrary; (*b*) calm; (*c*) wicked; (*d*) troublesome.

..... 2. *Condescend* (kŏn′ dẽ · sĕnd′) means to
(*a*) express sorrow; (*b*) stoop to a level regarded as lower; (*c*) bring together; (*d*) limit.

..... 3. *Infirmity* (ĭn · fûr′ mĭ · tĭ) means
(*a*) hospital; (*b*) harsh punishment; (*c*) weakness; (*d*) unhappiness.

..... 4. *Dearth* (dûrth) means
(*a*) total loss of memory; (*b*) closing hours of a human's life; (*c*) scarcity; (*d*) accumulation.

..... 5. *Absolve* (ăb · sŏlv′) means to
(*a*) set free, as from the consequences of guilt; (*b*) cause to disappear, as if by swallowing; (*c*) check or restrain oneself; (*d*) put something to wrong or bad use.

..... 6. *Potentate* (pō′ tĕn · tāt) means
(*a*) person who contests merely to win prizes; (*b*) person who possesses great power or sway; (*c*) dealer in poultry; (*d*) aristocrat.

..... 7. *Descry* (dẽ · skrī′) means to
(*a*) trace the origin of; (*b*) catch sight of; (*c*) plan mentally; (*d*) stop suddenly.

..... 8. *Filial* (fĭl′ ĭ · ăl) means
(*a*) threadlike; (*b*) managed with planned secrecy; (*c*) relating to a son or daughter; (*d*) clean-cut.

..... 9. *Affront* (ȧ · frŭnt′) means
(*a*) land which faces on a body of water; (*b*) something worn in a forward position; (*c*) direction a building faces; (*d*) insult to the face.

.....10. *Stratum* (strā′ tŭm) means
(*a*) layer of any material or substances; (*b*) trick in war for deceiving the enemy; (*c*) upper portion of the atmosphere; (*d*) cloud that is of comparatively low altitude.

.....11. *Peruse* (pẽ · rōōz′) means to
(*a*) disturb greatly; (*b*) lead into wickedness; (*c*) read carefully or critically; (*d*) plead.

.....12. *Credulity* (krẽ · dū′ lĭ · tĭ) means
(*a*) condition of being complete, undivided, or unbroken; (*b*) careful observance of duty; (*c*) state of being perplexed; (*d*) willingness to believe on slight evidence.

Improvement of vocabulary is a slow, cumulative process. It does not come overnight by the application of a neat little formula. It goes on throughout one's lifetime, and it builds up gradually through training and experience and intelligent attention to word usage as well as meaning. Word consciousness is paramount. You must cultivate curiosity about words and their ways, and then let that interest develop. Even if the daily accumulation of new understanding may sometimes seem tedious or discouraging, the growth in your vocabulary through regular attention to word usage will be gratifying.

In reading, a broad knowledge of words is all-important. The larger our vocabulary, the more we gain from a book or an article. Likewise, the more we read, the wider is our experience with words and their use in different circumstances and contexts. In other words, we learn to read better by reading more. We improve our reading by considering matters of rate, of comprehension, and of the tools of expression, *words*. Just as the student of a game like golf knows that he must practice individual strokes constantly, and at the same time play his rounds of golf regularly, so will the student trying to achieve reading proficiency gain knowledge from frequent exercises in rate, comprehension, and vocabulary, *and* from reading itself.

Test 5. *The words in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter twelfth grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... **1.** *Abash* (*ȧ* · băsh′) means to
(*a*) forsake; (*b*) put an end to; (*c*) strike with a heavy club; (*d*) embarrass.

..... **2.** *Exhortation* (ĕg′ zôr · tā′ shŭn) means
(*a*) language intended to encourage; (*b*) sense of importance; (*c*) high spirits; (*d*) science of growing fruits, vegetables, and flowers.

..... **3.** *Peremptory* (pĕr · ĕmp′ tȯ · rĭ) means
(*a*) almost empty; (*b*) unnecessary; (*c*) continual; (*d*) imperative.

..... **4.** *Approbation* (ăp′ rȯ · bā′ shŭn) means
(*a*) self-confidence; (*b*) approval; (*c*) legal document; (*d*) proof.

..... **5.** *Parry* (păr′ ĭ) means to
(*a*) display; (*b*) extend in a parallel direction with; (*c*) ward off a blow; (*d*) destroy.

..... **6.** *Engender* (ĕn · jĕn′ dĕr) means to
(*a*) manage; (*b*) cause; (*c*) come part; (*d*) endure.

..... **7.** *Promontory* (prŏm′ ŭn · tō′ rĭ) means
(*a*) missile for a cannon; (*b*) place for walking for pleasure, display, or exercise; (*c*) high point of land projecting into the sea; (*d*) solemn agreement.

..... **8.** *Requite* (rē · kwīt′) means to
(*a*) repay; (*b*) make a list; (*c*) ask for; (*d*) need.

..... **9.** *Affable* (ăf′ *ȧ* · b'l) means
(*a*) legendary; (*b*) clever, skillful; (*c*) sociable; (*d*) false.

..... **10.** *Inexorable* (ĭn · ĕk′ sȯ · rȧ · b'l) means
(*a*) relentless; (*b*) extremely cautious; (*c*) abundant; (*d*) unwelcome.

..... **11.** *Diminution* (dĭm′ ĭ · nū′ shŭn) means
(*a*) measure; (*b*) military supplies; (*c*) reduction; (*d*) explosion.

..... **12.** *Appendage* (*ă* · pĕn′ dĭj) means
(*a*) subordinate part; (*b*) attractive ornament; (*c*) ancient British title meaning *leader*; (*d*) English boarding school.

It should be remembered both by student and teacher, however, that it is best to have separate sessions for vocabulary study and for timed-reading practice. Too much attention to word usage will detract from speed and comprehension, if all these techniques are combined into the same activity.

In this section, with its emphasis on word power, the following pages present a variety of drills and exercises. Careful work on these and other kinds of vocabulary materials will definitely promote better knowledge of words, better understanding (comprehension), increase in rate (speed), and consequently greater ability and pleasure in reading.

Where "English" Comes From

IN OUR EVERYDAY SPEAKING, writing, and reading, we are accustomed to words as working tools of expression. But for a good understanding of the English vocabulary, it is useful to consider the sources of this great wealth of words. In terms of frequency of usage, most of the commonest of English words come directly from the language of the people who lived in the British Isles. For example, the following ten words can be traced back to Anglo-Saxon times, and they have much the same meanings today as they did several centuries ago:

brother	**three**
son	**thousand**
night	**cow**
day	**fire**
winter	**star**

In addition to this solid foundation of old English origins, since the tenth or eleventh century our language has continued to borrow thousands of words from other tongues. For the most part, borrowings have come from Latin, Greek, French, and the Scandinavian. But the dictionary offers many surprises in the way of word origin. This list of not uncommon words will indicate some unexpected sources:

tobacco — Spanish, from American Indian
algebra — Late Latin, from Arabic
bazaar — Persian
brooch — French
politics — Latin, from Greek
sloop — Dutch
lariat — Spanish
kimono — Japanese
legislature — Latin
atmosphere — Greek

Extraordinary as some of these origins may seem, hundreds of other English words have equally interesting and curious sources, changes of significance, and new applications. Nearly all of them have become so "naturalized" that we use and read them without conscious knowledge of their foreign beginnings.

While it is not essential for you to be fully aware of the history of the English language, it is helpful to realize some of the developments that took place. The earliest "English" that we have much record of is Anglo-Saxon, which was a language similar in some respects to modern German. It was written and spoken before the Norman Conquest in 1066. By that time quite a good many Latin words had been adopted, and some words from Scandinavian languages had appeared. When the French took over, they introduced a great many of their own terms. The language of the period from 1066 to about 1400 is called Middle English, which you may recall was the English that Chaucer wrote. But when the Renaissance came about, English borrowed scores of terms from Latin and classical Greek. Since that time, English has continued to take on words from a great many languages. As English-speaking peoples have spread into newly discovered lands, they have regularly adopted words that were useful or that described new objects, situations, ideas. Consequently we now have terms from other European, American Indian, African, and Oriental languages. Hence, modern English is a vast collection of words from remarkably different sources, but the commonest words are still those used before 1066 in Great Britain.

Exercise 1. *Here are some words from a variety of different sources. Find each word in the dictionary and write the language it comes from. Abbreviate when you can.*

lurid	**1.** .....
noodle	**2.** .....
robin	**3.** .....
flannel	**4.** .....
rain	**5.** .....
skid	**6.** .....
sleigh	**7.** .....
sofa	**8.** .....
dungaree	**9.** .....
cigar	**10.** .....
hickory	**11.** .....
jockey	**12.** .....
galore	**13.** .....
hydrant	**14.** .....
scold	**15.** .....

The Dictionary and Vocabulary Building

THE DICTIONARY IS PERHAPS the one best source the reader has for improving his vocabulary. You should consult a dictionary whenever you come across a new word whose meaning you cannot determine from context. (*Context* means the area of a passage in which a certain word occurs and which helps to explain the meaning of the word.) You should also consult a dictionary whenever you come to a word whose meaning you thought you knew but which meaning does not make sense in the particular sentence now before you.

A dictionary contains a vast amount of information. It gives the spelling of a word; pronunciation—sounds of letters by diacritical markings and phonetic spelling, syllable division, and accent; source and history; part of speech; present status; all meanings; related forms; illustrations of use; synonyms and antonyms. Some dictionaries also contain a listing of common foreign words and phrases, proper names, biographical information, place names, spelling rules, capitalization and punctuation rules, and other kinds of material. The amount of information given depends upon the size of the dictionary and the publisher.

To increase your reading vocabulary you do not need complete information about a word. You need to know how to find the word quickly in a dictionary and to select the meaning which applies to your situation. The latter usually involves knowing the part of speech and examining the illustrations. It benefits the reader, however, also to note the root of the word and become aware of its role in related forms and to examine the synonyms and antonyms.

Locating a word rapidly in a dictionary depends first of all upon your recognizing quickly the relative position of letters in the alphabet and upon your ability to alphabetize. You should use the devices provided by the publisher such as the thumb index—tabs set into pages with the letters of the alphabet on them; and guide words—words in the left corner and right corner of a page which indicate the first and last words on the page.

Exercise 2. *Arrange the following words in alphabetical order as quickly as possible. Write the number of the position of the word in the blank at the left.*

.....scientific	.....certificate
.....certify	.....witchcraft
.....reluctant	.....dialect
.....xylophone	.....scenic
.....diaphragm	.....relativity
.....glorious	.....valorous
.....upstanding	.....glossary
.....moccasin	.....officiate
.....terrify	.....jurisdiction
.....heather	.....territorial

Exercise 3. *Write* B *or* A *in the blank to indicate whether each word in the column at the left comes* before *or* after *the corresponding guide word at the right.*

.....	**1.** hermit	hesitancy
.....	**2.** monopoly	monotony
.....	**3.** cartridge	capital
.....	**4.** amass	amble
.....	**5.** tier	tiger
.....	**6.** quarterly	quadruple
.....	**7.** enamel	emerald
.....	**8.** logical	loganberry
.....	**9.** senator	senseless
.....	**10.** vocational	vocation

Exercise 4. *After each sentence, dictionary definitions are given for the italicized word. Select the definition that fits the sentence and put its number in the blank at the left.*

..... **1.** The police forced our neighbors to *muzzle* their dog.

(1) *n.* The projecting jaws and nose of an animal (2) *n.* A fastening or covering for the mouth of an animal (3) *n.* The mouth of a thing, the end for entrance or discharge (4) *n.* A respirator, a gas mask (5) *v.t.* To fasten the mouth of so as to prevent biting and eating

..... **2.** You will *wrench* your back digging up that tree stump.
(1) *n.* A forcible twisting or pull (2) *n.* An injury caused by twisting (3) *n.* An instrument for exerting a twisting strain (4) *v.t.* To injure by a twisting of a bodily part; to sprain

..... **3.** The heckler's remarks failed to *nettle* the speaker.
(1) *n.* Any of a genus of urticaceous plants, chiefly coarse herbs armed with stinging hairs (2) *v.t.* To whip with nettles (3) *v.t.* To fret or sting as with nettles; hence to irritate, vex

..... **4.** The punishment for the pirate was twenty *lashes* and solitary confinement for a month.
(1) *n.* A stroke with a whip or anything pliant and tough (2) *n.* A stroke of satire, sarcasm or the like (3) *n.* An eyelash (4) *v.t.* To whip or scourge (5) *v.i.* To move suddenly

..... **5.** The border was composed entirely of *volunteer* flowers.
(1) *n.* One who offers himself for any service of his own free will (2) *adj.* Growing spontaneously or from self-sown seed (3) *v.i.* To enter into or offer oneself for any service voluntarily

..... **6.** The schoolmaster made the scholars *chant* their lessons while he taught the beginners.
(1) *v.i.* To sing, warble (2) *v.i.* To utter or repeat a statement (3) *v.t.* To sing, celebrate in song (4) *v.t.* To talk or tell monotonously (5) *n.* Song, singing (6) *n.* Mode of singing or speaking in musical monotones

..... **7.** The hunter stalked his *quarry* to a cave and captured it.
(1) *n.* An open excavation, usually for obtaining building stone (2) *v.t.* To dig or take from (3) *n.* The object of the chase, game, any prey

..... **8.** The brass *sconce* was of exquisite workmanship.
(1) *n.* A bracket candlestick or group of candlesticks secured to a wall (2) *n.* A protection, cover, shelter (3) *n.* A fine, penalty (4) *v.t.* To provide fortified defense, entrench, screen

..... **9.** The navy will *scuttle* all the old ships.
(1) *n.* A shallow open basket for carrying grain (2) *n.* A utensil for carrying coal (3) *n.* A small opening furnished with a lid as in the deck of a ship or in a wall (4) *v.t.* To cut a hole through the deck, or sides of a vessel, especially in trying to sink it (5) *v.i.* To run swiftly, scurry

.....**10.** Her constant talking would *grate* upon anyone's nerves.
(1) *v.t.* To pulverize by rubbing against a rough or indented surface (2) *v.t.* To grind or rub against something so as to make a rasping noise (3) *v.i.* To have a rasping or exasperating effect (4) *n.* A frame of parallel or crossed bars (5) *n.* A fireplace

WHY PEOPLE TODAY SAY

urchin After the Norman Conquest of England the English language was enriched by words from the French. A French word that grew into the English started out as the Norman *herichon* (originally Latin *ericius*), meaning "hedgehog," an animal resembling the American porcupine. After a long period of time *herichon* became the English word *urchin.*

But what has a hedgehog to do with a mischievous child—which is what *urchin* means now? Some superstitious people believed that a mischievous fairy or goblin sometimes took the form of a hedgehog. Today when someone refers to "that little urchin," he means an imp of a child, not a hedgehog.

Prefixes, Roots, and Suffixes

INTEREST IN INDIVIDUAL WORDS is in many ways rewarding—make no mistake about that. It leads to richness of understanding, to improved spelling, to further concern for new and valuable experiences with other words and the ideas they convey. But even more important is the fact that we use—and should recognize—a great many parts (prefixes, roots, suffixes) of foreign words in our modern English. The student of Latin, French, or Spanish will immediately identify some of these elements of words. But it is *not at all* necessary to be familiar with foreign languages to be able to make use of certain characteristic developments in English. Furthermore, intelligent use of what nearly everyone knows about words, once he stops to think about them, makes the recognition of new words and their meanings really very simple.

Take for example, the first word in the subtitle of this section—*prefix*. From early experiences in school, most pupils will know that a prefix is an element (made up of one or more letters) added to the beginning of a word, as in *pre*suppose. The *pre* here indicates action beforehand—in other words, supposing ahead of time. From this very simple observation we can conclude that most of the words beginning with *pre* will have added to their original meaning the idea of previous action of some sort.

Another example for consideration is *pre*scription—that is, something the doctor writes down *before* his patient goes to the pharmacist for his medicine. To the knowledge of *pre* is added here the root *scrip*, or *scrib*, as in pre*scribe*. Thus the word containing these letters is likely to relate to writing in one fashion or another; so a subscription often concerns the writing of one's name on a document. But this word *subscription* provides two more clues to word meaning. The *tion* is a suffix added to a great many words that suggest action, state, or definite result; it is usually added to verbs to form nouns—hence, subscribe, subscri*ption*, and alter, alter*ation*. Secondly, the prefix *sub* in *subscription* carries the idea of under, for a subscription is a writing at the bottom or underneath something else.

These illustrations indicate the relationships of parts of words not only to the specific word but more especially to other words and usages. Once one has mastered some of these prefixes, roots, and suffixes, he is led easily into the understanding of dozens of other uses; the result is an awakened and growing vocabulary. In fact, one authority on vocabulary improvement has estimated that with careful attention to just fourteen words, the student gains valuable keys to the meanings of more than 14,000 words. Here are the words: *precept, detain, intermittent, offer, insist, monograph, epilogue, aspect, uncomplicated, nonextended, reproduction, indisposed, oversufficient, mistranscribe.*

Prefixes Indicating Quantity or Number

The commonest prefixes that denote number or quantity are **uni** – one; **bi** – two; **tri** – three; **multi** – many; and **semi** – half. But here is a list of five additional prefixes that also indicate quantity or number:

Prefix	Meaning
mono	*one*
duo	*two*
deca	*ten*
centi	*hundred*
poly	*many*

Exercise 5. *Using the word list on pages 160-162—and your dictionary as necessary—list two words and their definitions for each of the prefixes below. Note how the prefix sometimes changes the meaning of the word to which it is prefixed.*

Example: deca (*ten*)

a. decagon – plane figure with ten angles and ten sides
b. decathlon – athletic contest consisting of ten separate events

1. mono (*one*)

a. .....

.....

.....

b.....

2. duo (*two*)

a.....

b.....

3. deca (*ten*)

a.....

b.....

4. centi (*hundred*)

a.....

b.....

5. poly (*many*)

a.....

b.....

Exercise 6. *In each of the following statements insert a synonym in the blank for the word or phrase in parenthesis. Then write the prefix of the word and its meaning in the spaces provided. Be sure to use words formed from the prefixes listed on page 156, right column.*

Example: As an actor, he was particularly successful in a *monologue* (long speech spoken by one person).

Prefix — *mono*
Meaning — *one*

1. The painting we were looking at displayed an old Roman ..... (commander of number of soldiers) at the head of his troops.

Prefix .....
Meaning .....

2. This man knew so many languages that he could be considered a ..... (person who could speak and write in several tongues).

Prefix .....
Meaning .....

3. For the past ..... (period of ten years), we have progressed greatly in agricultural developments.

Prefix .....
Meaning .....

4. As the old gentleman turned around, I saw that he was wearing a ..... (eyeglass for one eye).

Prefix .....
Meaning .....

5. For the contest of skill coming up now it is necessary to ..... (do exactly like something else) the previous record in order to win.

Prefix .....
Meaning .....

Important Prefixes

Learning to recognize and understand the significance of prefixes is an important step in acquiring new words and improving your reading. Listed below are five additional prefixes that you should acquaint yourself with. Study them carefully.

Prefix	Meaning
re	*back*
retro	*backward*
pro	*forward*
per	*throughout, completely*
super	*above, over*

Exercise 7. *With the help of your dictionary and the word list on pages 160-162, write two words and their definitions for each of the prefixes below. Pay particular notice to the effect the prefix has on the meaning of the word.*

Example: pro (*forward*)

a. produce — bring forward

b. proceed — move forward

1. re (*back*)

a.

b.

2. retro (*backward*)

a.

b.

3. pro (*forward*)

a.

b.

4. per (*throughout, completely*)

a.

b.

5. super (*above, over*)

a.

b.

Exercise 8. *Insert a synonym in the blank for the word or phrase in parenthesis. Then write the prefix of the word and its meaning in the spaces provided. Be sure to use words formed from the prefixes listed at the bottom of page 157, right column.*

1. In ..... (a backward glance), it was clear that the plan was doomed to failure.

Prefix .....

Meaning .....

2. This sheet of stamps was not properly ..... (punched with holes).

Prefix .....

Meaning .....

3. Because the machine he purchased would not work properly, Mr. Worthington asked to have his money .....(paid back).

Prefix .....

Meaning .....

4. In order to ..... (move forward) it was necessary that they make careful plans.

Prefix .....

Meaning .....

5. The fear of spilling salt at the table is considered a ..... (belief based on ignorant fear) by a number of people I know.

Prefix .....

Meaning .....

Other Important Prefixes

Here is another group of important prefixes. Notice how frequently these appear in the words you know.

Prefix	Meaning
ante	*before*
circum	*around*
contra	*against*
ob	*toward, against*
post	*after*

Exercise 9. *Using the word list on pages 160-162—and your dictionary as necessary—list two words and their definitions for each of the prefixes below. Note how the prefix sometimes changes the meaning of the word to which it is prefixed.*

Example: ob (*toward, against*)
a. observe – notice
b. obscure – hide from view

1. contra (*against*)
   a. .....
   .....
   .....
   b. .....
   .....
   .....
   .....

2. circum (*around*)
   a. .....
   .....
   .....
   b. .....
   .....
   .....
   .....

3. ante (*before*)
   a. .....
   .....
   .....
   b. .....
   .....
   .....
   .....

4. post (*after*)
   a. .....
   .....
   .....
   b. .....
   .....
   .....

5. ob (*toward, against*)
   a. .....
   .....
   .....
   b. .....
   .....
   .....

Exercise 10. *Insert a synonym in the blank for the word or phrase in parenthesis. Then write the prefix of the word and its meaning in the spaces provided. Be sure to use words formed from the prefixes listed at the top of this page, left column.*

1. According to his promise he was ..... (compelled) to go.
   Prefix .....
   Meaning .....

2. The discovery of America ..... (happened before) the exploration of Australia.
   Prefix .....
   Meaning .....

3. Under the ..... (conditions), it was necessary to act at once.
   Prefix .....
   Meaning .....

4. Dot cannot bear to have anyone ..... (disagree with) her.
   Prefix .....
   Meaning .....

5. The building of the bridge is to be ..... (delayed) a year.
   Prefix .....
   Meaning .....

Word List for Prefixes

antecedent – (*antecedens,* Latin, from *ante,* "before," + *cedere,* "to go," Latin) preceding, previous, happening before

antechamber – (from *ante,* "before," + *camera,* "vault," Latin) smaller room leading into a main room

antedate – (from *ante,* "before," + *datus,* "given," Latin) be or happen before, give too early a date

antenatal – (from *ante,* "before," + *natus,* "born," Latin) before birth

centipede – (*centum,* "hundred," + *pes,* "foot," Latin) small wormlike animal with many pairs of legs

centuple – (Latin, *centuplus,* from *centum,* "hundred," + root of *plicare,* "to fold," Latin) one hundred times as much or many, hundredfold

centurion – (*centurio,* Latin, from *centum,* "hundred," Latin) commander of a group of about 100 soldiers in old Roman army

century – (*centuria,* Latin, from *centum,* "hundred," Latin) period of 100 years, each 100 years

circumference – (*circumferentia,* Latin, from *circum,* "around," + *ferre,* "to bear," Latin) boundary line of a circle or of certain other surfaces, distance around

circumscribe – (*circumscribere,* Latin, from *circum,* "around," + *scribere,* "to write," Latin) draw a line around, limit, restrict

circumstance – (*circumstantia,* Latin, from *circum,* "around," + *stare,* "to stand," Latin) condition of an act or event, fact, event, ceremony, display

circumvent – (*circumventus,* Latin, from *circum,* "around," + *venire,* "to come," Latin) get the better of, defeat by trickery, go around

contraband – (from *contra,* "against," Latin, + *bando,* "proclamation," Italian) against the law, prohibited, smuggled goods

contradict – (*contradictus,* Latin, from *contra,* "against," + *dicere,* "to speak," Latin) deny, be contrary to, disagree with

contrary – (*contrarius,* Latin, from *contra,* "against," Latin) opposed, opposite, different, opposite in direction or position

controversy – (*controversia,* Latin, from *contra,* "against," + *versus,* "turned," Latin) act of arguing about differences of opinion, debate, dispute, quarrel

decade – (*decas,* Latin from *dekas,* "ten," Greek) ten years, group of ten

decagon – (*dekas,* "ten," + *gonia, "angle,"* Greek) plane figure with ten angles and ten sides

decameter – (*décamètre,* French, from *dekas,* "ten," + *metron,* "measure," Greek) measure of length equivalent to ten meters

decathlon – (*dece,* "ten," Latin, + *athlon,* "athletic contest," Greek) athletic contest consisting of ten parts

dual – (*dualis,* from *duo,* "two," Latin) consisting of two parts, double, twofold

duel – (*duel,* French, from Italian *duello,* Latin *duellum,* from *duo,* "two," + old form of *bellum,* "war," Latin) formal fight between two people

duet – (*duetto,* Italian, from *duo,* "two," Latin) piece of music sung or played by two people

duplicate – (*duo,* "two," + root of *plicare,* "to fold," Latin) double, exactly like something else, twofold

monocle – (*monoculus,* Latin, from *mono,* "one," + *oculis,* "eye," Latin) eyeglass for just one eye

monogram – (*monos,* "one," + *gramma,* "letter," Greek) person's initials joined together in one design

monoplane – (*mono,* "one," + *planus,* "level," Latin) airplane with pair of wings only

monotone – (*monos,* "single," + *tonos,* "tune," Greek) of one tone, style, or color; sameness of tone, style, or color

obey – (from *ob,* "toward," + *audire,* "to hear," Latin) do what one is told, yield to authority or control of

object – (*objectus,* Latin, from *ob,* "against," + *jacere,* "to throw," Latin) oppose, give a reason against

oblige – (*obliger*, French, from *ob*, "toward," + *ligare*, "to bind," Latin) bind by a promise or contract, compel, force

obtain – (*obtenir*, French, from *ob*, "toward," + *tenere*, "to hold," Latin) get something, be in use or custom

perceive – (*per*, "throughout," + *capere*, "to take or receive," Latin) be aware of; see, hear, taste, smell, or feel; take in with the mind

perforate – (*perforatus*, Latin, from *per*, "throughout," + *forare*, "to bore," Latin) make a hole or holes through

permeate – (*permeatus*, Latin, from *per*, "throughout," + *meare*, "to go or pass," Latin) spread through the whole of, soak through, penetrate

perplex – (*perplex*, Old French, from *per*, "throughout," + *plexus*, "plaited," Latin) puzzle, bewilder, confuse, make difficult through doubt

polychrome – (*poly*, "many," + *chromo*, "color," Greek) work of art in several colors, combination of many colors

polyglot – (*poly*, "many," + *glotta*, "tongue," Greek) knowing several languages, person who knows several languages

polygon – (*poly*, "many," + *gonia*, "angle," Greek) plane figure having more than four angles and sides

polygraph – (*poly*, "many,"+ *graph*, "write," Greek) copying medium, a manifold writer

posterior – (comparative degree of *posterus*, Latin, from *post*, "after," Latin) back, rear, situated behind

postmortem – (from *post*, "after," + *mors*, "death," Latin) after death, examination after death, autopsy

postpone – (*postponere*, Latin, from *post*, "after," + *ponere*, "to place or put," Latin) put off till later, delay

postscript – (*postscriptum*, Latin, from *post*, "after," + *scribere*, "to write," Latin) addition to a letter, supplementary part

progress – (*pro*, "forward," + *gradi*, "to grow," Latin) advance, develop, get better, move forward, go ahead

WHY PEOPLE TODAY SAY

glamour Educated people in medieval Britain had *gramarye*, that is, a knowledge of Latin grammar. The uneducated —and there were many of them—were awestruck when they found themselves in the company of their educated countrymen. They believed that a person with *gramarye* could actually work magic or cast a spell upon others.

The Scots corrupted the word to *glamer* and eventually *glamour*. Today it is possible for a person to exude glamour even if he is not an expert in grammar.

prohibit – (*prohibitus*, Latin, from *pro*, "forward," + *habere*, "to have or hold," Latin) forbid by law or authority, prevent

propose – (*proposer*, French, from *pro*, "forward," Latin, + *poser*, "to place," French) put forward for consideration, suggest, intend, plan, present for office

protect – (*protectus*, Latin, from *pro*, "forward," + *tegere*, "to cover," Latin) shield from danger or harm, shelter, defend, guard

recover – (*recovrer*, French, from *re*, "back," + *com*, "with," + *operire*, "to cover," Latin) get back, make up for, bring back to health, etc., obtain in court of law

WHY PEOPLE TODAY SAY

squirrel Our word for squirrel came down to us from two Greek words, *skia,* "shade," and *oura,* "tail"—in other words, "shadow-tail." The Latins took the Greek words and formed their own word, *sciurus;* from that came the English *squirrel.*

recruit – (*recruter,* French, from *re,* "back," + *croître,* "to grow," French, from *crescere,* Latin) get people to join army or navy, strengthen or supply army or navy, get new members

refer – (*referer,* French, from *re,* "back," + *ferre,* "to hear," Latin) direct attention, relate, apply, send or direct for information

refund – (*refunder,* French, from *re,* "back," + *fundere,* "to pour," Latin) pay back

retroactive – (*retro,* "back," + *agree,* "to act," Latin) acting back, acting so as to affect something already done

retrograde – (*retro,* "back," + *gradi,* "to step," Latin) move or go backward

retrogress – (*retro,* "back," + *gradi,* "to step," Latin) move backward, become worse

retrospect – (*retro,* "back," + *specere,* "to look," Latin) a survey of past time, a thinking about the past

supernatural – (from *supra,* "above," + *natura,* "nature," Latin) beyond or above what is natural

supersede – (*superseder,* French, from *super,* "above," + *sedere,* "to sit," Latin) take the place of, cause to be set aside, displace, replace

superstition – (*superstitus,* Latin, from *super,* "over," + *stare,* "to stand," Latin) unreasoning fear of the unknown, belief or practice based on ignorant fear

supervise – (*supervisus,* Latin, from *super,* "over," + *videre,* "to see," Latin) look after, direct, oversee

Important Suffixes

Let us turn our attention now from the effect of prefixes on English words to that of suffixes or endings commonly used for words in our language.

For the following suffixes, be sure to note that English often adds a group of letters which transform the grammatical form of the original word to make it a verb, noun, adjective, or adverb.

Example:	ist	type (*verb*) typist (*noun*)
	ice	just (*adjective*) justice (*noun*)

ment	makes nouns from verbs
tion	makes nouns from verbs
age	makes nouns from other words and nouns from verbs
dom	makes nouns from other nouns and nouns from adjectives
ness	makes nouns from adjectives

Exercise 11. *With the help of your dictionary and the suffix list on page 163, write two words for each of these suffixes. Be sure to observe what effect the suffix has on the original word.*

1. ment
   a. .....*ment*
      .....Original word
   b. .....*ment*
      .....Original word

2. tion (sometimes spelled *ation*)
   a. .....*tion*
      .....Original word
   b. .....*tion*
      .....Original word

3. age
   a. .....*age*
      .....Original word
   b. .....*age*
      .....Original word

4. dom

a. .....*dom*

.....Original word

b. .....*dom*

.....Original word

5. ness

a. .....*ness*

.....Original word

b. .....*ness*

.....Original word

Exercise 12. *For each word listed below add one of the five suffixes on this page to form a new word. Then write a short sentence using it correctly.*

1. *affirm* .....

Sentence.....

2. *amaze* .....

Sentence.....

3. *bore* .....

Sentence .....

4. *contrite* .....

Sentence.....

5. *develop* .....

Sentence.....

6. *martyr* .....

Sentence.....

7. *shrink* .....

Sentence.....

8. *tow* .....

Sentence.....

9. *vex* .....

Sentence.....

10. *wholesome* .....

Sentence.....

Suffix List

age	**ness**	**dom**
parentage	weariness	kingdom
bondage	foolhardiness	wisdom
tonnage	copiousness	dukedom
package	craftiness	freedom

ment	**tion**
attachment	condensation
judgment	continuation
management	reputation
bewilderment	civilization

WHY PEOPLE TODAY SAY

precocious If there had been supermarkets with frozen food counters in early Roman days, the sign above the counter containing precooked fish might have read "Precocious Fish." *Prae,* before, and *coquo,* cook or boil, came together to form the word *praecoquo,* or "precooked." Gradually, the word *praecoquus* came to be applied to fruit that ripened before its time. Today, people often use *precocious* to describe a bright child, that is, a child who is developed mentally beyond his chronological age.

Important Roots

Just as it is useful for you to pay attention to the prefixes and suffixes with which English words have been furnished, so it is very important to consider the roots of certain words in our language. Most of these roots come from the ancient languages, Latin and Greek, but you will see that it is not necessary to study these old languages in order to enrich your own vocabulary. The five roots listed below will help you to use the words you are already familiar with.

Original Word and Root Forms	Words Derived from This Root	
1. spectare, spectatus *to look at* spec(t) spic(i) spy	aspect specify species spectrum suspect	spy spectacle spectator expect specimen
2. tendere, tensus *to stretch, try, strive* tend tens tent	attend contend distend extend portent	intend tendency tension tent pretense
3. mittere, missus *to send, throw, let go* mit mis	admit omit dismiss permit transmit	permission submission committee mission missile
4. stare, status *to stand* sta(t) sist stet stan st(itut)	assist consist constitute establish exist	persist rest stable status resist
5. cedere, cessus *to yield, move, go* ced ces(s) ceas ceed	proceed process precede concede access	ancestor recess succeed success decrease

Exercise 13. *For each sentence fill in the blank with a synonym for the word or phrase in parenthesis. Select the word from the list on this page as derived from one of the five roots, and list the root in the proper space. Use your dictionary as needed.*

Example: It was necessary for us to work hard in order to *succeed* (do well).

Root *ceed*

1. This railroad was first ..... (set up) in 1876 to ship beef cattle to market.

Root .....

2. According to family records, one of our ..... (forebears) was in the Revolutionary War.

Root .....

3. Marconi was one of the pioneers in the ..... (sending) of wireless messages.

Root .....

4. The butterfly he caught was a rare ..... (example of its kind).

Root .....

5. An evil forecast of the future is sometimes called a ..... (warning) of coming misfortune.

Root .....

Exercise 14. *For each of the following roots, choose an English word from the list on this page. Write the word and use it in a short sentence of your own.*

1. mit, mis

Word selected .....

Sentence .....

.....

2. tend, tens, tent

Word selected .....

Sentence .....

.....

3. sta(t), sist, stet, stan

Word selected .....

Sentence .....

.....

4. ced, ces(s), ceas, ceed
Word selected.....
Sentence.....
.....

5. spec(t), spic(i), spy
Word selected.....
Sentence.....
.....

Other Important Roots

Another group of important roots from which English words have been formed is presented in this lesson. If you will observe these carefully, you will note how often they appear and how a knowledge of them will enrich your vocabulary.

Original Word and Root Forms	Words Derived from This Root	
1. plicare, plicatus *to bend*	apply	multiply
pli(c)	reply	pliant
ple(x)	display	complex
ply	duplicate	imply
ploy	employ	supple
play		
2. movere, motus *to move, set in motion*	automobile	remote
mov	emotion	remove
mot	mob	motion
mob	movable	locomotion
	motive	movie
3. legere, lectus *to choose, read*	lesson	elect
leg	neglect	collect
lect	legend	college
lig	legible	delegate
less	elegant	intellect
4. trahere, tractus *to draw, drag*	trace	subtract
tra(h)	tractor	extract
trac	detract	portray
trail	trail	contract
train	train	attract
trait		
tray		
5. graphein *to write*	telegraph	phonograph
graph	autograph	graphic
gram	graphite	diagram
	biography	cablegram

WHY PEOPLE TODAY SAY

assassin In the eleventh century a sect of religious fanatics was organized for the purpose of keeping Christians out of the Holy Land. For many years these murderers attacked not only the Christians but also their own Mohammedan leaders for not keeping the crusaders out. Before these men went out to kill, they took a drug called hashish; thus the murderers became known as *hashshāshins*, or "hashish eaters," later altered to *assassins*. The word is now applied to a person who kills secretly.

Exercise 15. *For each sentence fill in the blank with a synonym for the word or phrase in parenthesis. Select the word from the list on page 165 as derived from one of the five roots, and list the root in the proper space. Use your dictionary as needed.*

1. The builder took a ..... (legal agreement) to build a large apartment house.

Root .....

2. Under proper conditions, disease germs ..... (increase) very rapidly.

Root .....

3. This book is a ..... (life story) of the famous military leader, Napoleon Bonaparte.

Root .....

4. Horseless carriage is the early name for an ..... (car).

Root .....

5. Most modern readers find that the handwriting of Shakespeare's time is not ..... (clear enough to be read).

Root .....

Exercise 16. *For each of the following roots, choose an English word from the list on page 165. Write the word and use it in a short sentence of your own.*

1. mov, mot

Word selected .....

Sentence .....

.....

2. graph, gram

Word selected .....

Sentence .....

.....

3. leg, lect, less

Word selected .....

Sentence .....

.....

4. pli(c), ple(x), ply, ploy, play

Word selected .....

Sentence .....

.....

5. tra(h), trac, trail, train, trait

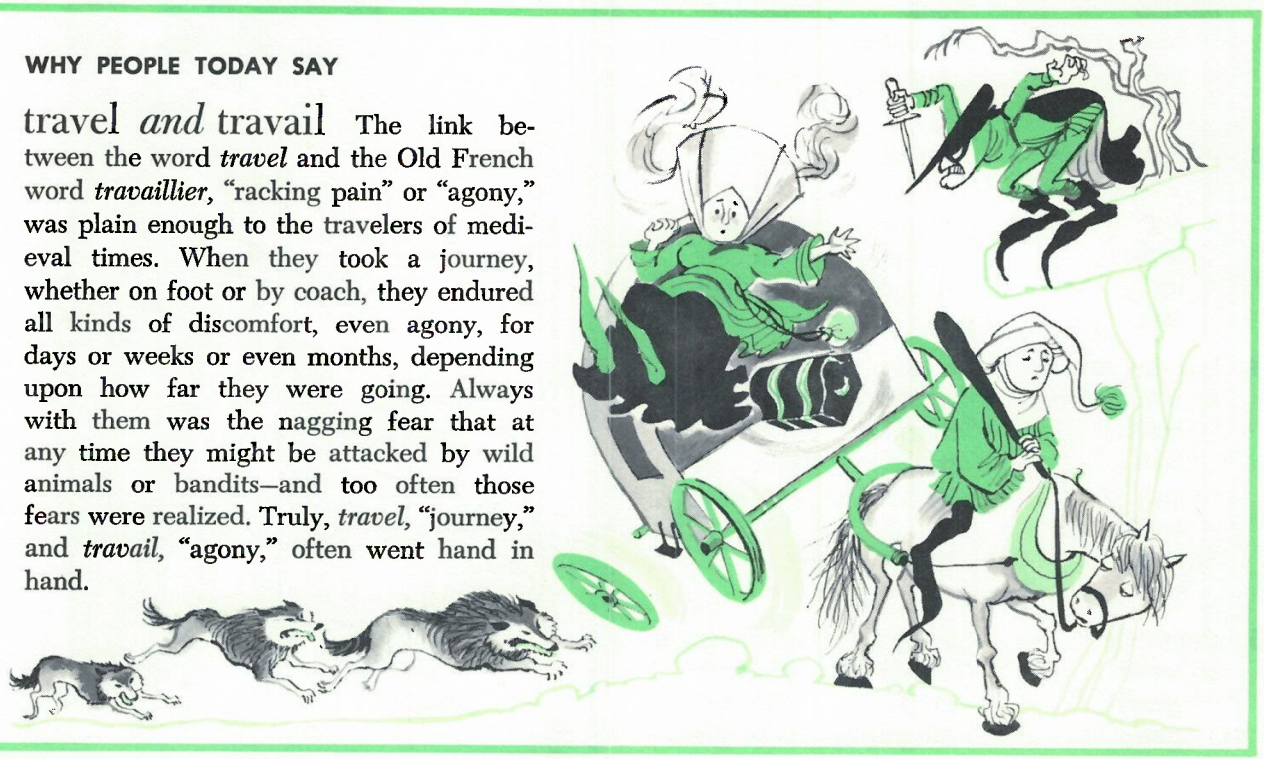
Word selected .....

Sentence .....

.....

WHY PEOPLE TODAY SAY

travel *and* travail The link between the word *travel* and the Old French word *travaillier*, "racking pain" or "agony," was plain enough to the travelers of medieval times. When they took a journey, whether on foot or by coach, they endured all kinds of discomfort, even agony, for days or weeks or even months, depending upon how far they were going. Always with them was the nagging fear that at any time they might be attacked by wild animals or bandits—and too often those fears were realized. Truly, *travel*, "journey," and *travail*, "agony," often went hand in hand.



Denotation and Connotation

THE MORE YOU PAY ATTENTION to words, the more you will realize that they often present more than just the basic or dictionary meaning to many readers. They can communicate feelings as well as facts or literal meaning. If you will think about it briefly, you will recall that certain words have added effect for you. Perhaps the word *picnic* recalls a particular outing that members of your family always enjoy at a certain time of year; it is not just any *picnic* but a specific kind of outdoor meal with intimate friends or close relatives. Likewise some words have unpleasant significance for some people; for example, a *fire* has the basic meaning for most people, but if you have been in a disastrous home or hotel fire, then the word *fire* may recall very unenjoyable occasions. The truth is that words mean what you think they mean, as well as what the dictionary tells you they mean. Hence you must concern yourself not only with *denotation,* the dictionary meaning, but also with *connotation,* the overtones of the word.

Exercise 17. *In the following sentences underline what you consider "loaded" words, words meant to suggest certain emotions.*

1. A smooth-talking salesman called at our house and gave Mother a long spiel about some high-powered soap he was selling.

2. Egged on by his confederates, the bully strutted up to the teacher's desk.

3. He is a pigheaded fool and would not admit he was to blame for the jam we were in.

4. The model, svelte and beautifully gowned, said she had bought her frock from a new French couturier.

5. Some reporters try to crash every party in town to get choice bits for their gossip columns.

6. The motion picture contained many heart-warming scenes of life in a little village nestled among the hills of Kentucky.

Exercise 18. *Rewrite each of the following sentences so that the meaning remains the same but the impression created is different.*

1. Because he was a shrewd businessman who drove a hard bargain, he had accumulated vast wealth.

2. My grandmother is a great believer in tradition, and she insists we celebrate every Christmas by observing the same practices.

3. When we opened the door of the curio shop, exotic perfume and enchanting music greeted us.

4. Because Mary has great self-confidence and is a brilliant student, she is never hesitant about reciting in class.

5. In her living room my aunt has peculiar pictures, all cubes and squares in glaring colors.

Words Frequently Confused

MANY PEOPLE HAVE difficulty comprehending what they read and they make regressions because they confuse the meanings of words that look alike or sound alike. A list of some of these words follows:

a, and, an
access, excess
addition, edition
adverse, averse
advice, advise
afflicted, inflicted
aisle, isle
alley, ally
allude, elude
allusion, illusion
already, all ready
anecdote, antidote
angel, angle
ascent, assent
audible, edible
bear, bare
beside, besides
break, brake
breath, breathe
canvas, canvass
capitol, capital
cavalry, Calvary
cereal, serial
clothes, cloths
compliment, complement
continually, continuously
conscious, conscience
correspondence, correspondents
costume, custom
council, consul, counsel
course, coarse
currant, current
dairy, diary
deference, difference
desert, dessert
discover, invent
eager, anxious
eminent, imminent
exceed, accede
except, accept
formerly, formally
forth, fourth
further, farther
hear, here
hoping, hopping
idol, idle
illegible, eligible
insulate, isolate
its, it's
knew, new
know, no, now
later, latter
likely, liable, apt
lessen, lesson
loose, lose
memorable, memorial
moral, morale
miner, minor
off, of
partition, petition
patients, patience
piece, peace
precede, proceed
principal, principle
prophecy, prophesy
quite, quiet, quit
respectfully, respectively
shone, shown
sight, site, cite
stationery, stationary
statue, stature, statute
then, than
their, there, they're
through, threw, though
to, two, too
weather, whether
week, weak
whose, who's
uninterested, disinterested
your, you're

Exercise 19. *Select the correct word within the parenthesis in the following sentences. Cross through each incorrect word or phrase. Use your dictionary whenever necessary.*

We were **1** (all ready, already) to leave when **2** (a, an) **3** (eminent, imminent) member of the city **4** (counsel, consul, council) called. Out of **5** (deference, difference) we stayed home and **6** (formerly, formally) received him. He discussed the **7** (currant, current) problems and **8** (sighted, cited, sited) the **9** (principals, principles) he tried to follow. He had made a **10** (canvas, canvass) of our district to ask everyone's opinion of what he called **11** (excess, access) expenditures. Because of several **12**(minor, miner) disagreements his pet **13**(stature, statue, statute) was **14** (apt, likely) to be defeated. He set **15** (fourth, forth) his ideas and told us all the **16** (angels, angles) of the case. He wanted us to **17** (partition, petition) the foreign **18** (counsel, consul, council) to see **19** (whether, weather) he would **20** (accede, exceed) to the city's demands. Our visitor was **21** (quite, quit, quiet) excited, and we thought he would never **22** (quite, quit, quiet) talking. We fear he is **23** (likely, apt) to **24** (loose, lose) his job if he does not **25** (know, no) when to be **26** (quite, quit, quiet). **27** (No, Know) one could **28** (compliment, complement) him on such a **29** (coarse, course) of action even if people were **30** (eager, anxious) for a change. I am opposed **31** (to, two, too) to **32** (correspondence, correspondents) such as he displayed being made public. However, after listening with great **33** (patience, patients), we decided **34** (there, their, they're) was nothing to do but **35** (except, accept) his plan rather **36** (then, than) argue **37** (further, farther). We were **38** (too, to, two) tired to **39** (bare, bear) any more. Even the dog wagged **40** (it's its) tail in glee as we **41** (respectfully, respectively) said good-by. It seems that the plans we made so carefully are **42** (continually, continuously) being interrupted by someone.

Exercise 20. *Mark through any word used incorrectly and write the correct word above.*

1. We have had and excess of rain this year.

2. The doctor gave the child an anecdote for the poison an then preceded on his way.

3. The class would not be quite so the teacher assigned a long lessen for the next day.

4. The girl bought stationary with a picture off the capitol on it.

5. The robber tried to allude the police by running down and alley.

6. The store received many complements on its display of spring cloths.

7. The lawyer began to lose patience when only a few people consented to sign the partition.

8. The boy was hoping to be illegible to play football latter on in the season.

9. When the patient tried to breath through the tube, the noise was edible throughout the entire house.

10. The custom was made of course material which had formally been a flour sack.

11. The statue was a memorable to those who had died in battle.

12. The cows in the diary were insulated so that they would not be inflicted with disease.

WHY PEOPLE TODAY SAY

toady In Anglo-Saxon days in England there were many "quacks," that is, men who wandered around the country pretending to have a knowledge of medicine. Such a man made a living by selling to gullible audiences certain nostrums, or "cure-alls," that he himself had prepared.

In performing one of his most famous tricks, the charlatan took advantage of a current superstition among the people. They believed that toads were extremely poisonous. If a person were to eat a toad's leg accidentally, instead of a frog's leg, he would surely die. As soon as the charlatan had attracted an audience, he would hand his assistant a toad. The assistant would eat (or pretend to eat) the toad and, of course, would pretend to become violently ill. The charlatan would then save his life by administering a dose of the nostrum. Such an assistant was called *toad-eater* or *toady*. Today the word *toady* refers to a person who fawns upon another and will do all sorts of unpleasant things to keep in the good graces of the other.

Supplementary Vocabulary Drills

As you will already have learned, it is almost impossible to pay *too much* attention to words and their ways. The more you know about English words, the more you will find them helpful and friendly tools.

Form the habit of noticing words. Watch your daily newspaper or the magazines you are familiar with for unusual and interesting expressions. Some newspapers and magazines have regular sections to stimulate their readers to increase their word power.

In addition, you will find that these supplementary word drills will help you to increase your vocabulary. Using your dictionary as often as necessary, complete the following exercises, either as they may be assigned to you or as you have time to work them out for yourself.

Mathematics

Exercise 21. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

abscissa
acute
associative
axiom
bisector
commutative
complementary
complex number
congruent
consecutive
converse
coordinates
domain
equation
equilateral
factor
function
hypothesis
identity
imaginary number
integer
intercept
inverse
irrational
isosceles
logarithm
meter
minuend
multiplicand
ordinate
parentheses
polynomial
postulate
prime
proportion
quadratic
radical
ratio
receipt
reciprocal
satisfy
segment
solution set
subtrahend
tangency
theorem
trapezoid
variable
variation
vector

1. A figure with all sides equal is considered .....

2. An expression that contains two or more terms is called a .....

3. A self-evident and generally accepted principle is called an .....

4. An equation that is true for all values of the variables is an .....

5. A triangle having two equal sides is called an ..... triangle.

6. A number such as 756 is called an .....

7. A straight line that divides an angle or a line segment into two equal parts is a .....

8. Figures that can be placed one upon the other so that they coincide are ..... figures.

9. A four-sided figure with two parallel sides is a .....

10. An integer greater than one that is divisible only by itself and one is a ..... number.

11. The quantity to be subtracted is called the .....

12. The horizontal coordinate in a two-dimensional system is the .....

13. A real number that cannot be expressed as an integer or as an exact quotient is called an ..... number.

14. The number from which another is to be subtracted is the .....

15. The theorem that results from interchanging hypothesis and conclusion is the .....

16. A tentative working plan or supposition is called a .....

17. The set of values from which the independent variable must be chosen is called the .....

18. That number which when multiplied by another number has for its product 1 is called a .....

19. The expression of the form $a+bi$, where a and b are real numbers and i is the imaginary part, is called .....

20. The international system for measuring distance, introduced by the French, is based on the .....

21. The number to be multiplied by another number is called the .....

22. A mathematical statement of equality between two quantities is called an .....

23. When he paid for his purchases, he was given a .....

24. When two or more numbers are to be multiplied, each one is called a .....

25. A proposition that could be proved but is usually taken for granted is called a .....

Exercise 22. *Fill in the blank with the letter of the matching definition.*

.....	1. variable	*a.*	fulfill the conditions
.....	2. satisfy	*b.*	section
.....	3. parentheses	*c.*	reciprocal
.....	4. commutative	*d.*	curved lines or marks
.....	5. intercept	*e.*	point of contact
.....	6. segment	*f.*	equality of ratios
.....	7. proportion	*g.*	cut off
.....	8. tangency	*h.*	a mathematical law
.....	9. logarithm	*i.*	exponent
.....	10. inverse	*j.*	unknown quantity

WHY PEOPLE TODAY SAY

cynosure People today with only the most elementary knowledge of astronomy recognize the constellation *Ursa Minor* and its brightest star, *Polaris*. However, in ancient times Greek mariners had another name for the constellation and star. They called the constellation *Cynosura*, "dog's tail," because the last three stars in the group resembled the curve of a dog's tail. Soon they applied the same word to the brightest star in the group, the star that was the center of attraction. Today *cynosure* means just that—"center of attraction."

Exercise 23. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... 1. *theorem*
(*a*) self-evident and generally accepted principle; (*b*) general conclusion which has been proved; (*c*) belief in a body of laws; (*d*) proposition which is known to be untrue.

..... 2. *imaginary number*
(*a*) part of a complex number which is not real; (*b*) part of a complex number equal to zero; (*c*) unknown part of a complex number; (*d*) sum of a complex number.

..... 3. *complementary*
(*a*) two angles whose sum is 180°; (*b*) opposite angles of a parallelogram; (*c*) two angles whose sum is a right angle; (*d*) three angles of a triangle.

..... 4. *associative*
(*a*) two related theorems; (*b*) law for grouping numbers; (*c*) law involving order for addition; (*d*) equation that is an identity.

..... 5. *vector*
(*a*) point of intersection of two rays; (*b*) quantity which has magnitude and direction; (*c*) line showing direction but not magnitude; (*d*) line showing magnitude but not direction.

..... 6. *quadratic*
(*a*) of the second degree; (*b*) of the first degree; (*c*) polygon with four sides; (*d*) of the third degree.

..... 7. *ratio*
(*a*) proportional distance; (*b*) quotient of one magnitude multiplied by another; (*c*) quotient expressed as a denominate number; (*d*) quotient of one magnitude divided by another.

..... 8. *acute*
(*a*) concerns the circumference of a circle; (*b*) relates to an angle less than 90°; (*c*) describes an angle more than 90°; (*d*) determines the extent of.

..... 9. *variation*
(*a*) distribution of sections; (*b*) change of sign or relationship; (*c*) degree of similarity; (*d*) necessary parts of geometric figures.

.....10. *coordinates*
(*a*) unequal parts; (*b*) magnitudes that determine position; (*c*) portions of a circular body; (*d*) product of two unequal forces.

.....11. *radical*
(*a*) indicated product; (*b*) uneven in weight; (*c*) changeable values; (*d*) indicated root.

.....12. *ordinate*
(*a*) coordinate of a point; (*b*) position in a circular relationship; (*c*) length between spheres; (*d*) distance measured along the x-axis.

.....13. *consecutive*
(*a*) preceding by one; (*b*) first in a series; (*c*) following in irregular order; (*d*) following in regular order.

.....14. *function*
(*a*) association between the range and the domain; (*b*) points of intersection of two circles; (*c*) factional exponent of an equation; (*d*) letter that represents a real number.

.....15. *solution set*
(*a*) subset; (*b*) those values which satisfy an equation; (*c*) right-hand member of an incomplete quadratic equation; (*d*) domain.

Sciences

Exercise 24. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

acoustics	epidermis
aerated	erg
algae	eugenics
alimentary	fixative
allergy	focus
alluvial	hemoglobin
antitoxin	heterogeneous
auditory	homogeneous
calcium	immunize
capillary	ion
carnivorous	ocular
catalyst	pancreas
chromatic	pneumatic
coloration	prototype
concave	reforestation
concentric	refraction
conglomerate	spectrum
cosmic	stalactite
crustaceans	stratosphere
dehydrated	subterranean
detonation	synthesis
diffusion	toxic
distillation	typhoon
effervescence	ungulate
electron	volatile

1. Jane had an ..... to citrus fruits.

2. Lions are ..... animals.

3. Some birds have coloring that provides protective .....

4. That disappearing river must flow into a ..... passage.

5. The outer layer of skin is called the .....

6. Driving off gas or liquid from other liquids or solids is called .....

7. Creatures that have heavy outer shells are .....

8. The red corpuscles contain ....

9. Deposits forming at the mouth of large rivers are known as ..... deposits.

10. A violent tropical storm is termed a .....

11. A unit of work or energy is called an .....

12. After a few days without water, the body becomes seriously .....

13. The vapor arising from gasoline is highly .....

14. His hearing is poor because the .... nerve is damaged.

15. After the forest fire, it was necessary to develop a program of .....

16. A beam of white light passing through a glass prism breaks up into a band of colors called a .....

17. Rattlesnake venom is dangerously ....

18. Surface tension demonstrates .... action.

19. One way of causing chemical change is through the action of a .....

20. A whole formed by the combination of parts is called a .....

21. The science that concerns the production, transmission, and effects of sound is known as .....

22. When the gunpowder exploded, the .... was startling.

23. Antibodies are found in the body when an ..... is administered.

24. Light rays are deflected from a straight path when passing from air into water by the process of .....

25. Circles with a common center are said to be .....

WHY PEOPLE TODAY SAY

curfew In medieval France the sparks from a household fire, which sent out smoke from an opening in the roof, could ignite the thatched roof of a house and so spread with terrifying speed to all the other houses. Consequently, the village authorities ruled that all household fires must be extinguished before the villagers went to bed. A church bell tolled at a certain fixed hour to remind each household to *couvre-feu* (cover fire). When the English took over the custom they called it *curfew*. At the present time, the word is applied to the time when children must be off the streets.

Exercise 25. *Fill in the blank with the letter of the matching definition.*

.....	1. ocular	*a.* of the same kind
.....	2. alimentary	*b.* visual
.....	3. concave	*c.* combined with gas
.....	4. ungulate	*d.* nutritious
.....	5. conglomerate	*e.* organ of the body
.....	6. pancreas	*f.* inflated with air
.....	7. aerated	*g.* hollow and curved
.....	8. homogeneous	*h.* having hoofs
.....	9. pneumatic	*i.* gather into a compact mass
.....	10. algae	*j.* water plants

Exercise 26. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... **1.** *focus*
(*a*) adjustment of the eye for distinct vision; (*b*) adjustment to unusual diet; (*c*) place of meeting; (*d*) place of recreation.

..... **2.** *immunize*
(*a*) place in water; (*b*) render safe from; (*c*) destroy; (*d*) give praise for.

..... **3.** *heterogeneous*
(*a*) alike; (*b*) dissimilar; (*c*) related to; (*d*) unfortunate.

..... **4.** *chromatic*
(*a*) habitually used to; (*b*) unavoidable; (*c*) pertaining to color or sounds; (*d*) unpleasant tasting.

..... **5.** *cosmic*
(*a*) minute; (*b*) horizontal; (*c*) vast; (*d*) silent.

..... **6.** *electron*
(*a*) proton force; (*b*) voter in a special election; (*c*) charge of negative electricity; (*d*) magnetic armature.

..... **7.** *fixative*
(*a*) easily mixed; (*b*) makes permanent; (*c*) crippled; (*d*) dishonestly arranged.

..... **8.** *stratosphere*
(*a*) lowest portion of the atmosphere; (*b*) balloon ascension; (*c*) upper portion of the atmosphere; (*d*) horizon.

..... **9.** *diffusion*
(*a*) power to refrigerate; (*b*) neglect; (*c*) violent heating; (*d*) dispersion.

..... **10.** *ion*
(*a*) electrified particle; (*b*) style of architecture; (*c*) era; (*d*) very small quantity.

..... **11.** *prototype*
(*a*) final form; (*b*) original or model; (*c*) primitive clothing; (*d*) large valley.

..... **12.** *effervescence*
(*a*) evaporation; (*b*) bubbling or foaming action; (*c*) silent disappearance; (*d*) solid formation.

..... **13.** *calcium*
(*a*) silver-white soft metal; (*b*) formation of icicles; (*c*) darkening substance on gold; (*d*) sweet-smelling liquid.

..... **14.** *eugenics*
(*a*) study of disease; (*b*) principle of destruction; (*c*) science concerned with race improvement; (*d*) care of the aged.

..... **15.** *stalactite*
(*a*) cosmic research; (*b*) sport of cave exploration; (*c*) measure of conservation; (*d*) cave formation.

Social Sciences

Exercise 27. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

abrogate	jurisdiction
artisan	laissez-faire
attrition	mandate
bloc	manifesto
bulwark	martial
bureaucracy	mediation
catacombs	monarchy
coalition	moraines
collaboration	moratorium
consul	multilateral
covenant	nomads
demagogue	oligarchy
demarcation	orthodox
dilemma	papyrus
dynasty	plebeians
edict	plebiscite
embargo	proletariat
entente	proxy
extradition	quorum
fiat	Reformation
filibuster	satellite
fiscal	suffrage
guerillas	tribunal
indenture	viceroy
inquisition	villein

1. A struggle to wear down the nerves of an opponent is often called a war of .....
.....

2. Just as we use paper to write on, the Egyptians used .....

3. The two lost soldiers wandered around the desert like .....

4. In certain Italian cities, deep underground passages, called ....., were once used as burial places.

5. After World War I, Japan was awarded a ..... over certain islands by the League of Nations.

6. A judge has legal ..... over his court.

7. Many people wish to have a .... declared on the use of atomic weapons.

8. The girl was faced with a ....; she had to make a choice between two unpleasant decisions.

9. When rulers from the same family succeed each other, a ..... is established.

10. To separate the two countries forever, a line of ..... was drawn.

11. When many religious leaders in Europe sought to change their forms of worship, the ..... came about.

12. The leader issued a ..... freeing all the political prisoners.

13. To bind the two nations from ever making war upon each other, a solemn .... was drawn up.

14. Because he appealed to people's prejudices and promised the impossible, the politician was accused of being a .....

15. Many people in the occupied country engaged in ..... with the enemy.

16. The government placed an .... upon all shipping enemy forces.

WHY PEOPLE TODAY SAY

berserk One of the heroes of Norse mythology refused to wear armor when he went into battle. Because he wore a bearskin thrown over one shoulder, he was known as Bjorn Serkr, or "Bear Shirt." He howled like a wolf or growled like a bear as he fought friend or foe with the fury of a wild animal. Sometimes he would claw or bite a person to death. Thus, the word *berserk* came to be applied to a homicidal maniac, or mad killer.

17. In order to become an apprenticed blacksmith, the young man signed an ....

18. A country governed by a king is called a .....

19. As many prominent women sought to gain the power to vote, they aided the course of woman .....

20. The men formed themselves into a band of ..... to raid the countryside even though they had no regular military status.

21. The senator talked for more than twenty hours in this .....

22. The king issued an .... forbidding his people to take any action in the matter.

23. A government that has departments is called a .....

24. The Illinois authorities returned the prisoner to the Arizona authorities by an order of .....

25. The deposits of stone and earth left by glaciers are called .....

Exercise 28. *Fill in the blank with the letter of the matching definition.*

..... **1.** multilateral	*a.* warlike
..... **2.** oligarchy	*b.* rule of the few
..... **3.** martial	*c.* pertaining to many sides
..... **4.** laissez-faire	*d.* conventional
..... **5.** plebiscite	*e.* let things alone
..... **6.** proletariat	*f.* a vote by the people on a special national policy
..... **7.** bulwark	*g.* number of members of a group necessarily present to transact business legally
..... **8.** proxy	*h.* protection
..... **9.** quorum	*i.* written authorization to vote or act for the signer
..... **10.** orthodox	*j.* lower classes

Exercise 29. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... **1.** *fiat*
(*a*) permission; (*b*) kind of automobile; (*c*) agreement; (*d*) sanction.

..... **2.** *artisan*
(*a*) trick, stratagem; (*b*) product of human workmanship; (*c*) skilled worker; (*d*) artistic ability.

..... **3.** *abrogate*
(*a*) grant; (*b*) admit; (*c*) open up; (*d*) abolish.

..... **4.** *mediation*
(*a*) confederation; (*b*) attempt by a third party to bring about a settlement of differences; (*c*) refusal to accept terms; (*d*) act of surrendering.

..... **5.** *villein*
(*a*) rascal; (*b*) cottager; (*c*) free peasant; (*d*) ruler of a village.

..... **6.** *plebeians*
(*a*) common people; (*b*) galley slaves; (*c*) foot-soldiers; (*d*) voters in the Greek states.

..... **7.** *inquisition*
(*a*) tyranny; (*b*) permission to depart; (*c*) religious law; (*d*) inquiry.

..... **8.** *viceroy*
(*a*) king's son; (*b*) ruler's representative; (*c*) ruler by force; (*d*) leader of the opposition.

..... **9.** *tribunal*
(*a*) group of dissenters; (*b*) court or forum of justice; (*c*) sheriff's posse; (*d*) decree by the dictator.

..... **10.** *fiscal*
(*a*) financial; (*b*) annual; (*c*) true; (*d*) protection.

..... **11.** *consul*
(*a*) government official in a foreign country; (*b*) judge of a district court; (*c*) roving ambassador; (*d*) advice.

..... **12.** *bloc*
(*a*) group of strikers; (*b*) opposition to a particular law; (*c*) combination of parties for a particular purpose; (*d*) number necessary to pass a particular law.

..... **13.** *coalition*
(*a*) official sanction; (*b*) alliance for joint action; (*c*) miner's agreement; (*d*) decision to resign.

..... **14.** *entente*
(*a*) agreement; (*b*) act of surrender; (*c*) ruling class; (*d*) awareness of danger.

..... **15.** *satellite*
(*a*) leader; (*b*) follower; (*c*) second in command; (*d*) cave dweller.

Literature

Exercise 30. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

antithesis	classicism
apostrophe	clichés
cacophony	conceit
caesura	critique
canto	denouement
chorus	didactic
circumlocution	dissertation

double entendre
ellipsis
epic
epigram
epilogue
euphemism
euphuism
foil
format
genre
hackneyed
jargon
lingo
malapropism
melodramatic
motivation
paradox
parody
picaresque
poetic justice
poetic license
provincialism
realistic
redundancy
repartee
romantic
saga
satire
semantics
sensibility
Socratic method
solecism
sonnet
Spoonerism
subplots
tempo

1. The behavior of the minor characters was not explained because of the lack of adequate ..... in the plot.

2. In the Greek plays the events were interpreted in part by the .....

3. We forgot our troubles as we listened to the gay ..... among the guests at the party.

4. The first act of the play dragged, but the ..... picked up in the second act.

5. *The Odyssey,* based upon the adventures of Odysseus, is a true .....

6. The publisher made the final decision as to the ..... of the book.

7. After having read the novel, the columnist wrote an excellent .....

8. The reader frequently loses the main thread of the narration because of the numerous .....

9. For the class play he wrote a .... of "My Last Duchess" that was hilariously funny.

10. "You are occupewing the wrong pie" is a well known .....

11. The author takes the hero through all kinds of travels and adventures in this long .... novel.

12. Try to find more vivid words to express your ideas rather than use worn-out ....

13. Say concisely what you mean instead of using .....

14. That a small bolt could cause a disastrous wreck on a huge plane seems such a ....

15. She tells every little incident in such a ..... way one never knows exactly what to believe.

16. The fact that a murderer discovers he has drunk the poison intended for his next victim seems like .....

17. The merits of a protective tariff was the subject for his long .....

18. The play itself was long enough without the addition of the ..... which simply restated the main theme.

19. Not realizing that the author actually ridiculed the situation, the students failed to recognize the work as a .....

20. The variety of meaning one word may have is brought out in the study of ....

21. The type of rhymed poem that contains fourteen lines is the .....

22. The plots of these short stories range from fanciful to .....

23. The play was so exciting we could hardly wait for the .....

24. *Grettir the Strong* is a famous Icelandic .....

25. Tomorrow we shall read the sixth .... of the poem.

Exercise 31. *Fill in the blank with the letter of the matching definition.*

..... 1. malapropism	*a.*	language full of long, high-sounding words; technical language of some special group
..... 2. ellipsis	*b.*	pause within a line of poetry
..... 3. Socratic method	*c.*	liberty an author takes in departing from the truth or fact for artistic effect
..... 4. poetic license	*d.*	kind; type; style
..... 5. apostrophe	*e.*	way of convincing another by means of questions leading the other to admit the truth of the questioner's position
..... 6. didactic	*f.*	short, clever saying
..... 7. jargon	*g.*	teaching a moral lesson
..... 8. conceit	*h.*	expression peculiar to a certain locality, usually a district far from a cultural center
..... 9. euphemism	*i.*	humorous blunder in use of words, using a word that sounds like an intended one but whose meaning is different
.....10. provincialism	*j.*	curious or fanciful idea
.....11. epigram	*k.*	agreeable, pleasant expression used for a disagreeable, harsh term
.....12. foil	*l.*	figure of speech addressing a person absent or dead or addressing an inanimate thing
.....13. caesura	*m.*	term given to any writing that gives an unreal, artificial, exaggerated view of life
.....14. genre	*n.*	character the exact opposite of some other character, thus bringing out clearly the traits of each through contrast
.....15. romantic	*o.*	omission of a word or words for the sake of vividness

Exercise 32. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... 1. *lingo*
(*a*) vulgar word; (*b*) formal speech; (*c*) dialect; (*d*) study of language.

..... 2. *redundancy*
(*a*) use of fewer words than necessary; (*b*) use of more words than necessary; (*c*) reflective thinking; (*d*) loud noise.

..... 3. *euphuism*
(*a*) harmonious sound; (*b*) artificial elegance of language; (*c*) disease of human beings; (*d*) vulgarity.

..... 4. *hackneyed*
(*a*) original; (*b*) harnessed; (*c*) thrown from a horse; (*d*) commonplace.

..... 5. *double entendre*
(*a*) word or expression having two meanings; (*b*) expression or word of unpleasant meaning; (*c*) bookkeeping term; (*d*) complete understanding.

..... 6. *classicism*
(*a*) unconventional form; (*b*) style or form in conformity with well established principles; (*c*) ancient art forms limited to ancient times; (*d*) artistic form having much ornamentation.

..... 7. *sensibility*
(*a*) refinement of taste and appreciation; (*b*) common sense; (*c*) necessity for awareness of detailed description; (*d*) lack of good understanding.

..... 8. *solecism*
(*a*) grouping of words together in an especially effective way; (*b*) speech by one person; (*c*) sunspot; (*d*) ungrammatical combination of words.

..... 9. *cacophony*
(*a*) call of a bird; (*b*) harmonious sounds; (*c*) loud cry; (*d*) discord.

..... 10. *antithesis*
(*a*) similarity; (*b*) elevator shaft; (*c*) contrast of ideas; (*d*) noise.

Fine Arts

Exercise 33. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

a cappella
accelerando
adagio
ad-lib
allegro
anthem
antiphonal
aria
armature
arpeggio
articulation
balance
bat
cadence
cantata
clay
comedy
complementary colors
crazing
crescendo
dissonance
"down"
drama
flash back
"ham"
harmonics
intensity
lyric
maestoso
Meistersinger
melodic
meter
modeling wheel
modulation
mold
notation
pageant
pantomime
pit
primary
protagonist
royalty
slip
spot
straight part
symphonic
syncopation
tragedy
warpage
wedging

1. On the new vase the glaze was ruined by too much .....

2. The actor was so flamboyant in the part that everyone called him a .....

3. In Shakespeare's time the lesser personages sat in the .....

4. Most potters are skilled in the use of the .....

5. When the star forgot his lines, he would .....

6. One of the principles used in many great pieces of art is .....

7. In some motion pictures the entire plot is revealed through .....

8. Mozart was a master of both operatic and ..... music.

9. From a single play the author received a great deal of money in the form of ....

10. Everyone in the corps stood at attention when the ..... was played.

11. Before the artist could proceed further, he had to make a ..... for the clay.

12. The minor actress angered the star by coming ..... again and again.

13. The colorful costumes and quaint music made the ..... a memorable occasion.

14. Once the actor got under the brilliant ....., he refused to move.

15. How much did you enjoy the .... singing?

16. The foremost name in the history of the ..... is William Shakespeare.

17. In the third act of *Carmen* the beautiful ..... is sung by Micaela.

18. A play in which the performers express themselves by mute gestures is known as .....

19. We found it difficult to follow the action of the play because of the indistinct .... of the leading players.

WHY PEOPLE TODAY SAY

tawdry Etheldreda, an Anglian princess, later called Audrey by the Normans, founded a religious house on the island of Ely, near Cambridge, England. After her death an annual autumn fair was held in her honor. Neckpieces of lace, known as "St. Audrey's laces," were sold at the fair. As the years passed, the quality of the lace deteriorated. Also, people slurred over the syllables of the expression and began saying "S'ntawdry's lace." Gradually, the word *tawdry* came to be associated with anything of inferior quality.

20. In the new movie opening at the *Albion* a famous comedian plays a .....

21. Iambic pentameter is the ..... used in most blank verse.

22. Because I like to be amused when I go to the theater, I always choose a .....

23. Red is a ..... color.

24. The crowd rose to its feet as the ..... strains of the national anthem rang out.

25. *Hamlet,* a famous Shakespearian ....., is a story of revenge.

Exercise 34. *Fill in the blank with the letter of the matching definition.*

..... 1. Meistersinger	*a.*	combination of two or more tones requiring resolution
..... 2. syncopation	*b.*	vocal work of choruses and solos
..... 3. arpeggio	*c.*	expelling air or correcting inequalities in clay
..... 4. intensity	*d.*	tying over of a weak beat to the next strong one
..... 5. modulation	*e.*	wooden or wire form used in modeling
..... 6. clay	*f.*	in speech, loudness or softness of vocal tone
..... 7. slip	*g.*	passage from one key or mode to another
..... 8. warpage	*h.*	clay mixed with water
..... 9. cantata	*i.*	leading character in a play
.....10. wedging	*j.*	slab of plaster used for drying moist clay
.....11. protagonist	*k.*	hydrous aluminum silicate
.....12. complementary colors	*l.*	when mixed in equal proportions produce white or gray
.....13. bat	*m.*	playing the tones of a chord in rapid, even succession
.....14. armature	*n.*	uneven drying or firing
.....15. dissonance	*o.*	in Germany, one of the successors of the troubadours

Exercise 35. *In the blank write the letter of the correct meaning for each of the following words.*

..... **1.** *lyric*
(*a*) pulsing, vigorous; (*b*) adapted for singing; (*c*) little; (*d*) very soft.

..... **2.** *accelerando*
(*a*) light, delicate; (*b*) growing faster; (*c*) slowing down; (*d*) loud, booming.

..... **3.** *allegro*
(*a*) harmonious; (*b*) majestic, stately; (*c*) lively, brisk; (*d*) slow-paced.

..... **4.** *adagio*
(*a*) slow, leisurely rate; (*b*) resonance; (*c*) majestic; (*d*) repetition.

..... **5.** *harmonics*
(*a*) organ stops; (*b*) chorus of male voices; (*c*) science of musical sounds; (*d*) discordant sounds.

..... **6.** *antiphonal*
(*a*) symphonic; (*b*) responsive, alternating; (*c*) rhythmic; (*d*) graceful, smooth.

..... **7.** *maestoso*
(*a*) magestic, dignified; (*b*) in a low soft voice; (*c*) with unusual force; (*d*) bright, sparkling.

..... **8.** *notation*
(*a*) accompanying part; (*b*) climax of a composition; (*c*) slow decrease in time; (*d*) system of graphic symbols.

..... **9.** *crescendo*
(*a*) slowly and solemnly; (*b*) increasing in loudness; (*c*) gradual decrease in tone and loudness; (*d*) very fast.

..... **10.** *cadence*
(*a*) application of the notes of the scale; (*b*) closing strains of a melody; (*c*) slow decrease in time; (*d*) chord or position rooted in the bass clef.

General

Exercise 36. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

admonition	deprive
annihilate	derivation
archives	discrepancy
arrogant	efficiently
benevolent	emissary
boisterous	entity
capitulate	enunciation
celestial	exotic
colloquial	exposition
concisely	figurative
contemporary	finesse
gangling	rendezvous
gregarious	repel
homonyms	reprisal
instigate	resplendent
larceny	restraint
legality	scathing
limp (adj.)	serene
obsession	simile
opaque	smug
paraphrase	soliloquy
pathetic	sporadic
plagiarize	sullen
precarious	teeming
précis	veneration

1. The story of the lost child was very .....

2. The kitten kept its .... position on the flag pole in spite of attempts of the firemen to persuade it to come down.

3. Found guilty of grand ...., the young criminal resigned himself to years of imprisonment.

4. Because "meat" and "meet" sound alike, they are classified as ....

5. In order to accomplish his purpose, the gambler .....d a quarrel among his associates.

6. He ended our long discussion by summarizing our remarks .....

7. Planets are ..... bodies that revolve about the sun of our solar system.

8. After the boys cut classes, one parent refused to ..... his son of any privileges.

9. "Her skin is velvet" is an example of ..... speech.

10. Bob is a good speaker; his excellent ..... makes him easily understood.

11. If we expect to get Mr. Ward's permission to have a class picnic, we shall have to use some .....

12. In spite of the ..... of his parents he blundered on with his plan.

13. The diplomats met at a secret .... to discuss international questions.

14. I prefer ..... history to history of earlier ages.

15. Most young boys pass through a .... age when they don't know what to do with their hands and feet.

16. The man had an .... that someone was always following him.

17. A ..... people, the natives banded together whenever possible to form towns.

18. The teacher's ..... criticism discouraged the young pianist.

19. The prince sent an .... to the king to beg a favor.

20. "To be or not to be" is the beginning of Shakespeare's famous ....

21. The male pheasant, ... in his brilliant coloring, strutted haughtily before his drab, brown-hued mate.

22. There was a ..... between the bank's balance and the balance in my checkbook.

23. Write a ..... of the story we read rather than a long, drawn-out summary.

24. The lawyer doubted the .... of the action taken by the prosecutor.

25. The town was ..... with visitors during fair week.

Exercise 37. *Fill in the blank with the letter of the matching antonym.*

.....	**1.** veneration	*a.* attract
.....	**2.** opaque	*b.* rigid
.....	**3.** sullen	*c.* liberty
.....	**4.** efficiently	*d.* excited
.....	**5.** limp	*e.* transparent
.....	**6.** restraint	*f.* disgust
.....	**7.** benevolent	*g.* malicious
.....	**8.** serene	*h.* gay
.....	**9.** repel	*i.* sedate
.....	**10.** boisterous	*j.* carelessly

Exercise 38. *In the blank write the letter of the correct meaning for each of the following words.*

..... **1.** *paraphrase*
(*a*) paragraph; (*b*) statement of a passage or text in other words; (*c*) story; (*d*) pretense.

..... **2.** *plagiarize*
(*a*) to attempt something; (*b*) to appropriate ideas of a passage or text; (*c*) to erase; (*d*) to enrich.

..... **3.** *exotic*
(*a*) very colorful; (*b*) foreign; (*c*) rare; (*d*) spicy.

..... **4.** *derivation*
(*a*) reduction; (*b*) design; (*c*) great poverty; (*d*) origin.

..... **5.** *capitulate*
(*a*) to capitalize; (*b*) to surrender; (*c*) to overturn; (*d*) to capture.

..... **6.** *smug*
(*a*) celebrated; (*b*) highly self-satisfied; (*c*) speedy; (*d*) sleek.

..... **7.** *colloquial*
(*a*) collected; (*b*) informal, conversational; (*c*) friendly; (*d*) local.

..... **8.** *entity*
(*a*) a title; (*b*) an existence, being; (*c*) a completion; (*d*) a duty.

..... **9.** *exposition*
(*a*) question; (*b*) order, command; (*c*) explanation; (*d*) exclamation.

10. *archives*
(*a*) shelter; (*b*) a place to keep documents; (*c*) hiding places; (*d*) an old building.

11. *arrogant*
(*a*) modest; (*b*) courteous; (*c*) legal; (*d*) haughty.

12. *annihilate*
(*a*) to hate; (*b*) to destroy; (*c*) to add; (*d*) to invade.

13. *reprisal*
(*a*) summary; (*b*) act of getting even or paying back; (*c*) an award; (*d*) act of reviewing.

14. *sporadic*
(*a*) occasional; (*b*) covered with spots; (*c*) smooth; (*d*) frequent.

15. *simile*
(*a*) similarity; (*b*) opposition, contrast; (*c*) comparison using "like" or "as"; (*d*) description.

Exercise 39. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

abhorrence
acrid
apathetic
appraise
arduous
aspiration
audacity
august
bellicose
clarity
compensation
conformity
cosmopolitan
deprecate
derisive
deteriorate
divest
endow
eradicate
expediency
exuberance
harangue
humility
hybrid
impious
imply
improvidently
intimidation
irrelevant
layman
lugubrious
naive
nucleus
oblique
palatial
pliable
profane
profuse
prowess
pseudonym
reconnaissance
reticence
ruthless
solicitude
stagnant
stoical
stolid
succulent
suffuse
sumptuous

1. The employee received no ..... for working overtime.

2. The ..... taunts of the other boys made John angry.

3. The damp air and salt spray made the wood .....

4. The rebels intended to ..... the dictator of his power.

5. We asked the jeweler to ..... the diamond.

6. She felt great ..... when she realized how many people had made her success possible.

7. The United States Supreme Court is an ..... body of men.

8. ..... corn, mingling several varieties, has proved very hardy.

9. Our speaker for the assembly program this morning made ..... apologies for being late.

10. Your words ..... that you dislike school, but your eyes tell me that you are joking.

11. The ..... of the working class by dictators is cruel and frightening to us who are unafraid of our leaders.

12. A radio announcer must have ..... of speech.

13. The success of any church program depends upon the ..... as well as upon the clergyman.

14. In the early morning we watched the sun rise until the entire sky was .....d with a rosy hue.

15. A ..... dinner was served to the visiting celebrities.

16. The knight was renowned for his ..... with the sword.

17. The ..... of Samuel Clemens was Mark Twain.

18. ..... in his quest for power, the rebel leader used any means possible to gain his ends.

19. The person who uses his money for unwise purchases spends it ..... .

20. The picture of the .... fruit made our mouths water.

21. The use of ..... language does not indicate sophistication.

22. The pilot made a .... flight to learn the lay of the land.

23. Only a person of great .... would undertake such a dangerous mission.

24. ..... water is a breeding place for mosquitoes.

25. After he became very wealthy, he bought a ..... home in the suburbs.

Exercise 40. *Fill in the blanks in the sentences below with the proper form (part of speech) of the following words.*

abhorrence	naive
aspiration	oblique
conformity	reticence
expediency	solicitude
exuberance	stoical

1. She ..... believed everything anyone told her.

2. When we told Miss Wood that we were going to skate on the lake, she was extremely ..... about our safety.

3. A true ....., he bore the pain without a word of complaint.

4. The new student would not .... to the rules of the school.

5. Being an ..... person, he laughed at all his misfortunes.

6. The idea of failing the test is .... to her.

7. He ..... to a much better position so he is attending night school.

8. Do your work in the most .... manner possible.

9. He was ..... about his problems and refused to discuss them.

10. The ray of light glanced .... off the wall.

Exercise 41. *Fill in the blank with the letter of the matching definition.*

.....	1. cosmopolitan	*a.*	bitter
.....	2. eradicate	*b.*	destroy completely
.....	3. pliable	*c.*	not easily aroused
.....	4. harangue	*d.*	belonging to all the world
.....	5. deprecate	*e.*	furnish with a gift
.....	6. endow	*f.*	warlike
.....	7. nucleus	*g.*	difficult
.....	8. impious	*h.*	noisy speech
.....	9. lugubrious	*i.*	lacking feeling
.....	10. irrelevant	*j.*	yielding
.....	11. stolid	*k.*	mournful
.....	12. apathetic	*l.*	central portion
.....	13. acrid	*m.*	not related to the matter at hand
.....	14. bellicose	*n.*	lacking in reverence or respect
.....	15. arduous	*o.*	express disapproval

Key to Building Vocabulary

Test 1 *(page 148)*

1. a	4. b	7. b	10. b
2. d	5. a	8. a	11. b
3. d	6. a	9. b	12. b

Test 2 *(page 149)*

1. c	4. c	7. d	10. a
2. d	5. d	8. d	11. c
3. a	6. b	9. b	12. c

Test 3 *(page 150)*

1. c	4. b	7. b	10. b
2. a	5. b	8. d	11. c
3. d	6. a	9. a	12. a

Test 4 *(page 151)*

1. a	4. c	7. b	10. a
2. b	5. a	8. c	11. c
3. c	6. b	9. d	12. d

Test 5 *(page 152)*

1. d	4. b	7. c	10. a
2. a	5. c	8. a	11. c
3. d	6. b	9. c	12. a

Exercise 1 *(page 153)*

Authority is *Webster's Students Dictionary.*

1. L.	9. Hind.
2. G.	10. Sp.
3. F.	11. N. Amer. Indian
4. W.	12. Scot.
5. AS.	13. Ir.
6. Scand.	14. Gr.
7. D.	15. ME.
8. Ar.	

Exercise 2 *(page 154)*

14 scientific	*1* certificate
2 certify	*19* witchcraft
12 reluctant	*3* dialect
20 xylophone	*13* scenic
4 diaphragm	*11* relativity
5 glorious	*18* valorous
17 upstanding	*6* glossary
9 moccasin	*10* officiate
15 terrify	*8* jurisdiction
7 heather	*16* territorial

Exercise 3 *(page 154)*

1. B	4. B	6. A	8. A
2. B	5. B	7. A	9. B
3. A			10. A

Exercise 4 *(pages 154-155)*

1. 5	6. 2
2. 4	7. 3
3. 3	8. 1
4. 1	9. 4
5. 2	10. 3

Exercise 5 *(pages 156-157)*

Any two for each of the five numbered items.

1. *monocle* — eyeglass for one eye
   monogram — person's initials joined together in one design
   monoplane — plane with single pair of wings
   monotone — of one style, tone, color; sameness of tone, style, color

2. *dual* — consisting of two parts, double, twofold
   duel — formal fight between two people
   duet — piece of music sung or played by two people
   duplicate — double, exactly like something else, twofold

3. *decade* — ten years, group of ten
   decagon — plane figure with ten angles and ten sides
   decameter — measure of length: ten meters
   decathlon — athletic contest consisting of ten parts

4. *centipede* — small wormlike animal with many pairs of legs
   centuple — one hundred times as much or many, hundredfold
   centurion — commander of about 100 soldiers in old Roman army
   century — period of 100 years, each 100 years

5. *polychrome* — work of art in several colors, combination of many colors
   polyglot — knowing several languages, person who knows several languages
   polygon — plane figure having more than four angles and sides
   polygraph — copying medium, a manifold writer

Exercise 6 *(page 157)*

1. centurion
   centi
   hundred
2. polyglot
   poly
   many
3. decade
   deca
   ten
4. monocle
   mono
   one
5. duplicate
   duo
   two

Exercise 7 *(page 158)*

Any two for each of the five numbered items.

1. *recover* – get back, make up for
   recruit – get people to join army or navy, strengthen or supply army or navy, get new members
   refer – direct attention, relate, apply
   refund – pay back
2. *retroactive* – acting back, having effect on what is past
   retrograde – move or go backward
   retrogress – move backward, become worse
   retrospect – survey of past time or thinking about the past
3. *progress* – advance, go forward, develop, get better
   prohibit – forbid by law or authority, prevent
   propose – put forward for consideration, suggest, intend, plan
   protect – shield from danger or harm, shelter, defend
4. *perceive* – be aware of; see, hear, taste, smell, or feel; take in with the mind
   perforate – make a hole or holes through
   permeate – spread through the whole of or through, penetrate, soak
   perplex – puzzle, bewilder, confuse, make difficult
5. *supernatural* – beyond or above what is natural
   supersede – take the place of, cause to be set aside, displace
   superstition – unreasoning fear of the unknown, belief or practice based on ignorant fear
   supervise – look after, direct, oversee

Exercise 8 *(page 158)*

1. retrospect
   retro
   backward
2. perforated
   per
   throughout
3. refunded
   re
   back
4. progress
   (*or* proceed)
   pro
   forward
5. superstition
   super
   above, over

Exercise 9 *(page 159)*

Any two for each of the five numbered items.

1. *contraband* – against the law, prohibited, smuggled goods
   contradict – deny, be contrary to, disagree with
   contrary – opposed, opposite, different, opposite in direction or position
   controversy – act of arguing about differences of opinion, debate, dispute, quarrel
2. *circumference* – boundary line of a circle or of certain other surfaces, distance around
   circumscribe – draw a line around, limit, restrict
   circumstance – condition of an act or event, fact, event, ceremony
   circumvent – get the better of, defeat by trickery, go around
3. *antecedent* – preceding, previous, happening before
   antechamber – smaller room leading into main room
   antedate – be or happen before, give too early a date
   antenatal – before birth
4. *posterior* – back, rear, situated behind
   postmortem – after death, examination after death, autopsy
   postpone – put off till later, delay
   postscript – addition to a letter, supplementary part
5. *obey* – do what one is told, yield to authority or control of
   object – oppose, give a reason against
   oblige – bind by a promise or contract, compel, force
   obtain – get something, be in use or custom

Exercise 10 *(page 159)*

1. obliged
   ob
   toward
2. antedated
   ante
   before
3. circumstances
   circum
   around
4. contradict
   contra
   against
5. postpone
   post
   after

Exercise 11 *(pages 162-163)*
Any two for each of the five numbered items.

1. attachment – attach
   judgment – judge
   management – manage
   bewilderment – bewilder
2. condensation – condense
   continuation – continue
   reputation – repute
   civilization – civilize
3. parentage – parent
   bondage – bond
   tonnage – ton
   package – pack
4. kingdom – king
   wisdom – wise
   dukedom – duke
   freedom – free
5. weariness – weary
   foolhardiness – foolhardy
   copiousness – copious
   craftiness – crafty

Exercise 12 *(page 163)*
Sentences will vary.

1. affirmation
2. amazement
3. boredom
4. contrition
   contriteness
5. development
6. martyrdom
7. shrinkage
8. towage
9. vexation
10. wholesomeness

Exercise 13 *(page 164)*

1. established – sta
2. ancestors – ces
3. transmitting – mit
   transmission
4. specimen – spec
5. portent – tent

Exercise 14 *(pages 164-165)*
Any words from the list (page 164) given for each root.

Exercise 15 *(page 166)*

1. contract – trac
2. multiply – ply
3. biography – graph
4. automobile – mob
5. legible – leg

Exercise 16 *(page 166)*
Any words from the list (page 165) given for each root.

Exercise 17 *(page 167)*

1. smooth-talking spiel high-powered
2. egged confederates bully strutted
3. pig-headed fool jam
4. svelte gowned frock couturier
5. crash choice bits gossip
6. heart-warming nestled

Exercise 18 *(page 167)*
Suggested answers.

1. Because he was a good businessman who knew values, he had prospered.
2. My grandmother is old-fashioned, and she makes us celebrate every Christmas doing the same old things.
3. When we opened the door of the dusty old shop, strong perfume and queer music greeted us.
4. Because Mary is conceited and a good student, she always shows off by reciting in class.
5. In her living room my aunt has unusual pictures, all modernistic designs in brilliant colors.

Exercise 19 *(page 168)*

1. all ready
2. an
3. eminent
4. council
5. deference
6. formally
7. current
8. cited
9. principles
10. canvass
11. excess
12. minor
13. statute
14. likely
15. forth
16. angles
17. petition
18. consul
19. whether
20. accede
21. quite
22. quit
23. likely
24. lose
25. know
26. quiet
27. No
28. compliment
29. course
30. eager
31. to
32. correspondence
33. patience
34. there
35. accept
36. than
37. further
38. too
39. bear
40. its
41. respectfully
42. continually

Exercise 20 *(page 169)*

1. an
2. antidote and proceeded
3. quiet lesson
4. stationery of
5. elude an
6. compliments clothes
7. petition
8. eligible later
9. breathe audible
10. costume coarse formerly
11. memorial
12. dairy inoculated infected

Exercise 21 *(pages 170-171)*

1. equilateral
2. polynomial
3. axiom
4. identity
5. isosceles
6. integer
7. bisector
8. congruent
9. trapezoid
10. prime
11. subtrahend
12. abscissa
13. irrational
14. minuend
15. converse
16. hypothesis
17. domain
18. reciprocal
19. complex number
20. meter
21. multiplicand
22. equation
23. receipt
24. factor
25. postulate

Exercise 22 *(page 171)*

1. j	4. h	6. b	8. e
2. a	5. g	7. f	9. i
3. d			10. c

Exercise 23 *(pages 171-172)*

1. b	6. a	11. d
2. a	7. d	12. a
3. c	8. b	13. d
4. b	9. b	14. a
5. b	10. b	15. b

Exercise 24 *(pages 172-173)*

1. allergy
2. carnivorous
3. coloration
4. subterranean
5. epidermis
6. distillation
7. crustaceans
8. hemoglobin
9. alluvial
10. typhoon
11. erg
12. dehydrated
13. volatile
14. auditory
15. reforestation
16. spectrum
17. toxic
18. capillary
19. catalyst
20. synthesis
21. acoustics
22. detonation
23. antitoxin
24. refraction
25. concentric

Exercise 25 *(page 173)*

1. b	4. h	6. e	8. a
2. d	5. j	7. c	9. f
3. g			10. i

Exercise 26 *(page 174)*

1. a	6. c	11. b
2. b	7. b	12. b
3. b	8. c	13. a
4. c	9. d	14. c
5. c	10. a	15. d

Exercise 27 *(pages 174-175)*

1. attrition
2. papyrus
3. nomads
4. catacombs
5. mandate
6. jurisdiction
7. moratorium
8. dilemma
9. dynasty
10. demarcation
11. Reformation
12. manifesto
13. covenant
14. demagogue
15. collaboration
16. embargo
17. indenture
18. monarchy
19. suffrage
20. guerillas
21. filibuster
22. edict
23. bureaucracy
24. extradition
25. moraines

Exercise 28 *(page 176)*

1. c	4. e	6. j	8. i
2. b	5. f	7. h	9. g
3. a			10. d

Exercise 29 *(page 176)*

1. d	6. a	11. a
2. c	7. d	12. c
3. d	8. b	13. b
4. b	9. b	14. a
5. c	10. a	15. b

Exercise 30 *(pages 176-177)*

1. motivation
2. chorus
3. repartee
4. tempo
5. epic
6. format
7. critique
8. subplots
9. parody
10. Spoonerism
11. picaresque
12. clichés
13. circumlocution
14. paradox
15. melodramatic
16. poetic justice
17. dissertation
18. epilogue
19. satire
20. semantics
21. sonnet
22. realistic
23. denouement
24. saga
25. canto

Exercise 31 *(page 178)*

1. i
2. o
3. e
4. c
5. l
6. g
7. a
8. j
9. k
10. h
11. f
12. n
13. b
14. d
15. m

Exercise 32 *(pages 178-179)*

1. c
2. b
3. b
4. d
5. a
6. b
7. a
8. d
9. d
10. c

Exercise 33 *(pages 179-180)*

1. crazing
2. ham
3. pit
4. modeling wheel
5. ad-lib
6. balance
7. flash back
8. symphonic
9. royalty
10. anthem
11. mold
12. down
13. pageant
14. spot
15. *a cappella*
16. drama
17. aria
18. pantomime
19. articulation
20. straight part
21. meter
22. comedy
23. primary
24. melodic
25. tragedy

Exercise 34 *(page 180)*

1. o
2. d
3. m
4. f
5. g
6. k
7. h
8. n
9. b
10. c
11. i
12. l
13. j
14. e
15. a

Exercise 35 *(pages 180-181)*

1. b
2. b
3. c
4. a
5. c
6. b
7. a
8. d
9. b
10. b

Exercise 36 *(pages 181-182)*

1. pathetic
2. precarious
3. larceny
4. homonyms
5. instigate
6. concisely
7. celestial
8. deprive
9. figurative
10. enunciation
11. finesse
12. admonition
13. rendezvous
14. contemporary
15. gangling
16. obsession
17. gregarious
18. scathing
19. emissary
20. soliloquy
21. resplendent
22. discrepancy
23. précis
24. legality
25. teeming

Exercise 37 *(page 182)*

1. f
2. e
3. h
4. j
5. b
6. c
7. g
8. d
9. a
10. i

Exercise 38 *(pages 182-183)*

1. b
2. b
3. b
4. d
5. b
6. b
7. b
8. b
9. c
10. b
11. d
12. b
13. b
14. a
15. c

Exercise 39 *(pages 183-184)*

1. compensation
2. derisive
3. deteriorate
4. divest
5. appraise
6. humility
7. august
8. hybrid
9. profuse
10. imply
11. intimidation
12. clarity
13. layman
14. suffuse
15. sumptuous
16. prowess
17. pseudonym
18. ruthless
19. improvidently
20. succulent
21. profane
22. reconnaissance
23. audacity
24. stagnant
25. palatial

Exercise 40 *(page 184)*

1. naively
2. solicitous
3. stoic
4. conform
5. exuberant
6. abhorrent
7. aspires
8. expeditious
   expedient
9. reticent
10. obliquely

Exercise 41 *(page 184)*

1. d
2. b
3. j
4. h
5. o
6. e
7. l
8. n
9. k
10. m
11. c
12. i
13. a
14. f
15. g

RECORD OF PROGRESS

Name_____ **Age**_____ **Date**_____

Class_____ **Teacher**_____

Reading Essays

No.	WPM	Comprehension Number Correct	Comprehension %	Vocabulary Number Correct	Vocabulary %
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

Getting the Idea

No.	Number Correct	%
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

Building Vocabulary

No.	Number Correct	%
Test 1		
Test 2		
Test 3		
Test 4		
Test 5		
Ex. 1		
Ex. 2		
Ex. 3		
Ex. 4		

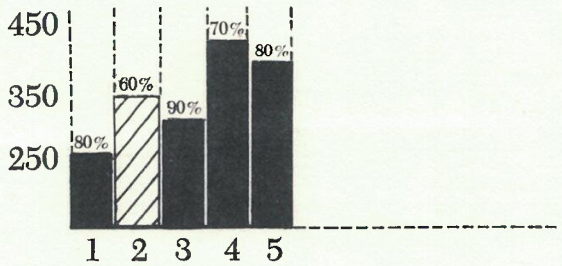
Building Vocabulary (*cont.*)

No.	Number Correct	%
Ex. 5		
Ex. 6		
Ex. 7		
Ex. 8		
Ex. 9		
Ex. 10		
Ex. 11		
Ex. 12		
Ex. 13		
Ex. 14		
Ex. 15		
Ex. 16		
Ex. 17		
Ex. 18		
Ex. 19		
Ex. 20		
Ex. 21		
Ex. 22		
Ex. 23		
Ex. 24		
Ex. 25		
Ex. 26		
Ex. 27		
Ex. 28		
Ex. 29		
Ex. 30		
Ex. 31		
Ex. 32		
Ex. 33		
Ex. 34		
Ex. 35		
Ex. 36		
Ex. 37		
Ex. 38		
Ex. 39		
Ex. 40		
Ex. 41		

PROGRESS PROFILE

Below is a graph on which to record your reading rate and comprehension scores. This graph will give you a visual record of your progress, so that you can see at a glance how much you improve from one lesson to the next. When you have completed all twenty-six selections, you should see a considerable difference from when you first started work in this book.

Directions: After you have recorded your reading rate and comprehension scores on page 190, color or mark in with a pencil the appropriate bar of the graph below up to the number of words-per-minute at which you read the selection. If your comprehension score is below 70%, draw slash lines on the graph bar instead of making a solid bar. Write in your comprehension score just above the marked-in bar. A sample graph is started for you below:



PROGRESS CHART

Words-per-minute

700 650 600 550 500 450 400 350 300 250

Essay 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

PERSONAL WORD LIST

No.	Word	Definition

Design for good Reading C 65

DATE	ISSUED TO
10/31/75	Colleen Kelly

TEXTBOOK
OXNARD UNION HIGH SCHOOL DISTRICT

No. 65

1. Sign your name and date of issue on the first empty line of the pocket.
2. Do not mark this book with anything.
3. Use a book cover. You must pay damages if this book is defaced, lost or destroyed.

Name	Date
Colleen Kelly	10/31/75

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